



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	09X011
<b>School Name:</b>	PS 11 Highbridge
<b>Principal:</b>	Dr. Joan Kong

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 11 Highbridge School Number (DBN): 09X011  
School Level: Elementary Grades Served: K-5  
School Address: 1257 Ogden Avenue Bronx, NY 10452  
Phone Number: 718-681-7553 Fax: 718-681-7711  
School Contact Person: Dr. Joan Kong Email Address: JKong@schools.nyc.gov  
Principal: Dr. Joan Kong  
UFT Chapter Leader: Ms. Kelly Cheek-Powell  
Parents' Association President: Ms. Raysa Mota  
School Leadership Team  
Chairperson: Ms. Angela Reyes  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 09 Superintendent: Ms. Leticia Rodriguez-Rosario  
Superintendent's Office Address: 450 Saint Paul's Place, Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Ms. Debra Maldonado  
Network Number: CFN 534 Network Leader: Mr. Ben Waxman

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Joan Kong	*Principal or Designee	
Ms. Kelly Cheek-Powell	*UFT Chapter Leader or Designee	
Ms. Raysa Mota	*PA/PTA President or Designated Co-President	
Ms. Marisol Alvarez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marie Stroud	CBO Representative, if applicable	
Angela Reyes	Member/ staff	
Harriette Parris	Member/ staff	
Kimberly Keeshan	Member/ staff	
Ana Reyes	Member/ parent	
Jahra Lara	Member/ parent	
Miguelina Jimenez	Member/ parent	
Yoselin Aybar	Member/ parent	
Lorena Dominguez	Member/ parent	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.**

What makes PS11 unique is that the principal has cultivated a highly supportive and inclusive culture that enhances the academic and personal development of staff and students. School leaders and staff consistently communicate high expectations to create a culture of mutual accountability for student success. Our students become the stewards of the school. They support each other when things are hard. When the community, or an individual, faces hardships, our students learn how to facilitate conversations around various topics in diverse settings. Students share their love and frustrations. They learn to speak up, to hear others' thoughts, and to see that solutions are available. This entire community—staff, students and families—challenge themselves to understand and embody responsibility, honesty, generosity, and respect for others. All community members have taken a collective responsibility to help students learn, grow, and succeed. All of this work is done in a culture of trust.

Our Mission statement speaks volumes to our philosophy and beliefs. PS 11 is committed to working collaboratively to have every student meet or exceed grade level standards in all content areas. We provide rigorous instruction that is customized to focus on discussions by utilizing questioning techniques that develop critical thinking skills. We are committed to creating a school that knows no limits to the academic success of each student.

Our school's mission is transparent and accessible for students, school staff, families, and external stakeholders. We recognize that a school is the anchor of its neighborhood, and that one cannot prosper without the other. To strengthen that relationship, we have welcomed, valued, and incorporated families and community into the life of the PS11; providing vitally important services, ranging from targeted academic interventions, social services, mental health support to after school programs, and partnerships with agencies that provide family counseling and other services.

The power of being a staff member at PS11 is the opportunity to turn our hopes and dreams for our students into reality. Our focus is on customized, inclusive, motivating instruction that meets the needs of all of our students — from new immigrants learning English, to students with disabilities as well as high achieving students in General Education classrooms. Through collaboration, we leverage the rich reservoir of expertise that resides in our school community. We have found answers to the struggles we face when we share our knowledge and experience with each other. Our goal for this school year is to create a network of support among colleagues in our neighboring schools and allow our collective wisdom to go viral.

Unique aspects/Special Initiatives of PS 11

Daily Town-hall Meeting  
Student Ambassador Program  
No Place for Hate Committee  
PS 11 Choir  
Little Kids Rock

The Mouse Squad (students offering Technical support to PS11 community members)

Parent Book of the Month Club

Dual Language Program

Teachers and Writers Collaborative

Revel-Bey Music Program

Studio in a School

Family Reading Night sponsored by Target

Dance-(Ball room, Hip Hop)

Visiting Authors -Rogue Bear Press Authors

Highbridge Coalition in Partnership with Parents and CBO's

Bronx Children's Museum Highbridge Project

Astor Services for Family and Children

PS 11 Parent Leadership Academy (Study Group)

Beacon Program

Lincoln Medical and Mental Health Center-Children's Crisis Services

My Own Book Fund sponsored by the Freeman-Harrison Family Foundation

Parent Ambassadors

District 9 New Teacher Center Mentor Program

The Green Team Recycling Club

Student Council

Annual Career Fair

Annual Science/Health Fair

Book of the Month

Teq Team for Smartboard training

Principal Parent Round Table Discussions

### **School strengths, accomplishments, and challenges.**

- We have created a school culture where value and respect exist across the school — among teachers, administration, staff, families, and the community-based organizations. Our school has welcomed, valued and incorporated families and communities, and has built strong partnerships with external stakeholders.

- With student achievement at the center of everything we do, we always focus on the classroom and the delivery of rigorous instruction that aligns practice with the Common Core Learning Standards — within and across grades.

-Staff members foster a supportive environment that encourages students to be there for one another and provides for their social and emotional growth.

-We celebrate and honor collaboration among teachers who are committed to the success of their students and teachers who have opened their doors to give away their secret recipes. Teachers who continuously participate in professional learning and who understand that their domain is not within their four walls, but a collective responsibility of the entire school community.

-Teachers have stepped outside their classroom to assist the rest of the adults in the building to embrace changes and to build coherent instructional and social-emotional support to improve student achievement.

- All students have the opportunity to be in a supportive environment that recognizes that social-emotional growth is as important as academic growth and embraces guidance counselors, social workers, and community partners.

- The principal has regularly scheduled meetings with all constituency groups (Cabinet, Teacher Teams, SLT, parents, paraprofessionals, support staff, custodial staff, community groups, cafeteria staff, nurse as well as students). The principal maintains an open door policy.

We are looking beyond test scores and focusing on making sure that our students' needs are satisfied in all aspects to sustain continuous growth. Therefore, we have developed a framework that mirrors the essential

elements we see in our school that continually foster preparedness toward College and Careers. These elements are: cohesive curriculum, rigorous instruction, a supportive environment, collaborative teachers, effective leadership, strong family-community ties, and a culture of continuous learning and trust. Trust that values and respects the cultures and languages that our students bring to our school. Trust that all students will be accepted at their level of entry. Trust that their achievement will be accelerated. This will result in students reading, writing, and performing mathematics with energy and excitement. PS11 is a school that doesn't rest on its laurels, but is always looking for new approaches to get the best out of our students.

Some distinct accomplishments are as follows:

- PS 11 maintains a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults as evidenced by a well developed rating on the PFQR.
- The reduction of the VADIR score index to it's all time low of .05 further confirms this. As a result we have been removed from the Persistently Dangerous list by NY State Ed Department and continue to maintain an extremely low status.
- Our ELL's and SWD's made progress on the 2013-2014 NYS ELA test when compared to other students who scored at the same level last year. PS 11 students are moving towards closing the achievement gap. Our ELL students have met the Annual Measurable Achievement Objective (AMAO) on the NYSESLAT for the 2013-2014 school year, exceeding the City's benchmark.
- According to the NYC school survey both parents and teachers are highly satisfied with the order, discipline, and education provided by PS 11.
- We have created Units of Study that add rigorous and engaging instruction with appropriate scaffolds providing access to all students, to our adopted NYC Department of Education suggested Curriculum (Ready Gen).

PS11 has made the most growth in Curriculum development and support. The school has rigorous and coherent curricula and assessments that are appropriately aligned to the CCLS for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Some challenges that we are still facing at PS 11 are:

- Although we encourage all parents to participate in many aspects of our school community, we are still facing challenges. Only a limited number of parents are actively involved and we continue to strive toward increasing more parents participation.
- The ever-changing data collecting systems make it difficult to keep up with training the staff to aggregate data, which can drive our instruction based on the specific needs of our students.
- Budgetary restrictions limit the school's ability to provide ample material and human resources that are desperately needed to support student achievement.

**The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.**

As indicated by the Priority and School Recommendations with The Comprehensive School Rubric for DTSDE Tenets-

- The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments.

This school year we will focus on the following key areas- to provide rigorous instruction that is customized to focus on discussions by utilizing questioning techniques that develop critical thinking skills.

As suggested by Priority and Focus School Recommendations 2013-2014, teachers will continue to use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English Language Learners) and use a variety of complex materials appropriately aligned to the CCLS. Teachers will monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	740	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		90.8%	% Attendance Rate		91.1%
% Free Lunch		93.8%	% Reduced Lunch		1.1%
% Limited English Proficient		28.6%	% Students with Disabilities		19.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.7%	% Black or African American		29.4%
% Hispanic or Latino		68.6%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White		0.9%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		2.67	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		14.2%	Mathematics Performance at levels 3 & 4		14.5%
Science Performance at levels 3 & 4 (4th Grade)		75.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		YES
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		YES
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		NO
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	H
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>		
<ul style="list-style-type: none"> <li>The school principal effectively ensures that staff uses a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study by monitoring the implementation of curricula.</li> <li>Teachers have collaboratively developed effective units that meet the demands of CCLS and grade-level DDI and address student achievement needs in all grades and subject areas.</li> <li>Teachers effectively use units across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including SWDs and ELLs) and use a variety of complex materials appropriately aligned to the CCLS.</li> <li>Teachers effectively monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.</li> <li>Teachers have and use a comprehensive system for using data: identified targets, pre and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement.</li> <li>Teachers use formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools.</li> <li>Teachers provide on-going feedback on data to students, supporting student ownership of learning.</li> </ul>		

Through the implementation of the classroom literacy program students engage with complex, grade-appropriate fiction and nonfiction texts in both whole-class and small group settings. All students think, talk and write about text that are beyond their current abilities. The classroom literacy program creates the opportunities for students to stretch their thinking and expand vocabulary and content knowledge.

All students engage in rigorous authentic performance based assessments. Throughout the year there is a balance of embedded (guided by oral and written feedback) and on demand assessments that measure how students comprehend complex texts and write about them independently.

According to our most current TC running record data 34% of all students are at or above the grade benchmark in reading.

Struggling readers, ELLs and SWDs need to be explicitly taught word solving, fluency and decoding strategies in order to extend and refine their reading abilities.

### Part 2 – Annual Goal

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

To improve outcomes for all students including struggling readers, ELLs and SWDs in literacy across all grades, by providing data driven differentiated instruction, specifically guided reading and providing teachers with intensive professional learning opportunities in the area of Guided Reading by PS 11 school leaders, UFT TC coaches, network support staff and outside consultants.

By June 2015, increase all students' reading level by at least one year's growth as measured by TC running records.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School created units of study that are aligned to CCLS and intergrade resources from ReadyGen (NYC endorsed ELA curriculum) will be implemented in both whole-class and small-group settings. Guided Reading groups will provide additional support for all struggling readers. This classroom literacy program will create opportunities for our students to engage with complex, grade-appropriate fiction and	All students	9/14-6/15	Classroom teachers, Rtl committee, ELL Coordinator, support personnel, coaches and school leaders

nonfiction texts. Teachers will work collaboratively with support personnel to incorporate strategies that address the needs of high-need students in literacy, mathematics and other content areas.			
. Guided Reading groups will provide additional support for all struggling readers.	ELL's and SWD's and struggling readers	9/14-6/15	Classroom teachers, Rtl committee, ELL Coordinator, support personnel, coaches and school leaders
Scaffolded strategies will be shared with parents at regularly scheduled meetings	Parents of ELL's, SWD's and high need students	9/14-6/15	Classroom teachers, parent coordinator, PA, support personnel, coaches and school leaders
The staff at PS 11 trust each other as well as educational leaders to support all work for all learners as well as work designed specifically to address the needs of our SWD's and ELL's to narrow the achievement gap. PS 11 staff will work collaboratively to assure success in narrowing the achievement gap by enhancing Guided Reading.	ELL's and SWD's and struggling readers	9/14-6/15	Classroom teachers, support personnel, coaches and school leaders

**Part 4 – Resources Needed**

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

Additional Guided reading materials will be purchased as funds become available.  
 1. Opportunities will be provided for administrators and teachers to engage in professional development with the Network, Teacher Center Instructional Coaches, Special Education Liaison and Consultants.  
 2. Teachers from each grade will attend professional development and turnkey to grade teams.  
 3. Scheduled time for teachers teams to meet during the school day.  
 4. Per diem funds are used to hire substitute teachers whenever teachers attend professional development.

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

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

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

On-going assessment of TC Running records will provide data to progress monitor the Guided Reading. At the End of January a midpoint assessment of TC Running records will allow PS 11 staff to assess and make pivotal decisions to ensure the continuous improvement of all learners.

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

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



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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	HE
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school leader, together with stakeholders, ensure that there is a school-wide PBIS (Positive Behavior Intervention and Supports) process in place to support the social competence and academic achievement of all students. At PS 11 Highbridge School, there is a continuum of school-wide, classroom and individual supports to sustain a positive learning environment and improve the lifestyles of the children. PBIS systems facilitate the teaching of social and emotional developmental health.

PS 11 holds to the philosophy that “Respect For All” (RFA) is a yearlong process. To this end, all students participate in and create a variety of activities to maintain a respectful climate. Some of these activities include: “Respect For All” poster contest, “Trees of Kindness” art display, “Sock it to Bullying” Campaign, 3R Poster Contest (Rules, Respect, and Responsibility), “Pennies for Patients” (Leukemia and Lymphoma Society); and the “Kindness Quilt” (Respectful words and quotes).

The school leader cultivates purposeful partnerships to promote student social emotional health and academic achievement. In addition, the school leader leverages internal and external resources to support and sustain the system. Some of those resources include but are not limited to the RtI Team, IEP Team, Guidance Department, Parent Coordinator, Highbridge School Coalition, Highbridge Voices, MOSAIC Beacon Program, Astor Services for Children and Families.

The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to the curriculum through a variety of ways such as a Daily Town Hall Meeting, The No Place for

Hate Committee, Student Ambassadors, Student Council, The Book of the Month program, Grade Assemblies, Newsletters, Parent Information Sessions and Workshops, Newsletters, Parent Monthly Roundtable discussions. In addition, the school leader meets regularly with all constituency groups within the school.

Teachers and paraprofessionals are offered professional development on an ongoing basis by Teacher Center Instructional Coaches, Network personnel, IEP Team members, Teachers, Related Service Providers and outside organizations in a wide variety of areas to include but not limited to: Common Core Learning Standards (CCLS), Anecdotal Record Keeping, FBAs and BIPS, Developing quality IEPs, Differentiation, Rtl strategies, PBIS, etc.

Workshops and information sessions are conducted for Parents and Families on a monthly basis to engage parents/families on every aspect of school life. The sessions monthly are facilitated by the Parent Coordinator, Guidance Department and the School Nurse. Some of the topics are: Bullying, The Discipline Code, Students in Temporary Housing (STH), English Language Learners, No Place for Hate, Nutrition, Shared Pathways to Success.

**Needs:**

P.S. 11 Highbridge School continues to develop the ability of teachers, paraprofessionals and staff to systematically collect and use data to respond to students’ social and emotional developmental health needs.

Teachers, Paraprofessionals and staff will to continue to learn various ways to meet the specific, ever changing needs of individual students while maintaining a positive, supportive and safe environment. P.S. 11 works to maintain its low VADIR index score that enabled the school to be removed from NYS’s Persistently Dangerous List.

**Part 2 – Annual Goal**

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

By June 2015, the teachers, paraprofessionals, staff and parents will continue to be provided with professional development opportunities to further develop their ability to better understand the functions of students’ behaviors and implement interventions to support students’ social and emotional developmental health needs. This will be accomplished through increased professional learning opportunities throughout the school year, which will result in a sustained low VADIR Index Score.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with</li> </ul>			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Teachers and paraprofessionals will continue to participate in professional development opportunities to meet students' academic, social and emotional needs throughout the year during Teacher Team meetings, Monday Professional Learning Sessions, Special Education meetings, Lunch and Learns, One-to-One support Sessions, and outside workshops. Topics will include but are not limited to: CCLS, Instructional Shifts, PBIS, FBAs, BIPs, Quality IEPs, RtI, Differentiation.</p>	Teachers and paraprofessionals	Sept 2014-June 2015	Administration, Teacher Center Coaches, IEP team, related service providers, teachers, parent coordinator, and network personnel
<p>Paraprofessionals will be engaged in an increased amount of professional learning opportunities to better understand how to collect and analyze data in order to determine the functions of behaviors and learn strategies to respond to those behaviors. This will happen throughout the school year during Professional Learning Sessions and Lunch and Learns.</p>	Paraprofessionals	Nov 2014-June 2015	Administration, Teacher Center Coaches, IEP team, related service providers, paraprofessionals
<p>School Aides and Paraprofessionals will participate in a PS 11 Leadership Training by the Parent Coordinator, to enhance relationship skills, leadership abilities and professional competence. The sessions will include topics such as: Conscious choice rather than emotional response; real listening; and assertive communication.</p>	School Aids and paraprofessionals	Jan 2015-May 2015	Parent Coordinator
<p>Parents will continue to be provided with information sessions and workshops to support their child's academic, social, emotional and health throughout the year</p>	Parents	Sept 2014-June 2015	Principal, parent coordinator, guidance department, ELL coordinator, Teacher Center Coaches and school nurses

**Part 4 – Resources Needed**

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

Administration, Coaches, IEP Team, Related Services Providers, Special Education Teachers, Paraprofessionals, Parent Coordinator;  
 Ready Gen and Go Math Curricula; Units of Study;  
 Professional Learning Mondays; Teacher Co-planning Meetings; Tuesday professional choice; Lunch and Learns;  
 Before and After School programs and activities  
 Substitutes for Professional Development Opportunities

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ol> <p>In February 2015, the school will monitor the number of professional development sessions and VADIR score index to ensure progress is being made toward the goal.</p>													
<p><b>Part 6b.</b> Complete in <b>February 2015</b>.</p>													
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?									Yes		No	
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?												

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Teachers use instructional practices appropriately aligned to CCLS lesson plans and reflective of the CCLS shifts to instruct all groups of students.
- Teachers stimulate student thinking by asking questions through the use of adaptive CCLS instructional materials that contain high levels of text and content complexity.
- The results of the October 2014 Performance based assessment shows 10% of all students are on or above the grade benchmark in ELA. This indicates teachers need to continue to stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS instructional materials that contain high level of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.

### Part 2 – Annual Goal

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

By May 2015, 20% of students grades K-5 will meet the demands of the CCLS across grades by scoring a level 3 or above on the May 2015 ELA Performance Based assessment.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
On-going Professional Development specifically in questioning that promotes discussion, comprehension and writing, through Close Reading in various content areas.	All students	Sept 2014- June 2015	All educational leaders will collaboratively oversee this endeavor.
On-going Professional Development in questioning and assessment in Guided Reading to address the needs of struggling readers, ELL's and SWD's.	Struggling readers, ELL's and SWD's	Sept 2014- June 2015	All educational leaders will collaboratively oversee this endeavor.
Through frequent parent contact and collaboration, PS 11 staff will continue to reach out to elicit support of parents and share best practices that can be supported in the home.	All students	Sept 2014- June 2015	All educational leaders will collaboratively oversee this endeavor.
The staff at PS 11 trust each other as well as educational leaders to support all work for all learners as well as work designed specifically to address the needs of our SWD's and ELL's to narrow the achievement gap. PS 11 staff will work collaboratively during Teacher team meeting and professional learning sessions to assure success in this most important endeavor.	All students	Sept 2014- June 2015	All staff members will have a voice in the collaboration toward achieving this goal.

**Part 4 – Resources Needed**

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

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

**Part 5 – Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

6. Specify a timeframe for mid-point progress monitoring activities.				
The Performance based assessment will be administered in January. Looking at this Student work will allow us to assess the student progress at mid-point and allow us to make pivotal decisions on how to proceed to accomplish our goal.				
<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS 11, the school leader sets school-wide goals at the beginning of each year that are shared with the staff, students, and the entire school community. Monthly parent roundtable meetings are held at which time the school leader communicates her vision, mission and yearly school goals to parents. Additional monthly meetings, including those with parents of students who are ELLs, SWDs, and/or living in transitional homes are held to elaborate on how these goals impact their students for the year. Teachers then set classroom goals based on student assessment data. With assistance from the teacher, students use varied data points to set literacy and mathematics goals that they revise throughout the year. Student data and action plans for improvement are developed, revisited, and monitored to ensure student progress. Teachers hold their students accountable for these goals and they serve as additional ways to inform teachers’ instructional practices. Teachers meet on a consistent basis with parents to inform them of their students’ progress. Newsletters and other communications are sent out to parents to inform them of current academic content that is being taught in the school and how they are aligned with school goals.

Extended day programs including two after school academies have been opened to meet the academic needs of our ELLs and students who scored in the bottom 1/3 on the ELA and Math State Exams. The school leader has strategically programmed periods in the school day for out of classroom teachers to push into classes to support students who need additional academic intervention and support. To develop teachers and ensure that all academic areas receive equitable time and attention, an additional UFT Teacher Center Coach was hired to

focus primarily on English Language Arts professional development support. The current Teacher Center coach would now focus primarily on Mathematics professional development support. In addition, the school leader uses funding from her budget to hire substitute teachers for class coverages. This ensures that staff are able to attend out of building professional development held by the Network, Department of Education, and other outside agencies.

\* Each teacher meets with administration to identify goals for the 2014-2015 school year. A professional learning plan is developed based on the 8 Components of the Danielson framework which is used to evaluate teacher effectiveness during three cycles; a baseline, mid-year, and end-of-year meeting. Immediate, actionable feedback based on the 8 Components of the Danielson Framework targets strengths and next steps which will be provided to teachers following each formal and/or informal observation. Continuous improvement is then monitored through teacher practices and its impact on student outcomes.

\*Teachers engage in weekly professional learning seminars on Mondays that focus on the Instructional Shifts in ELA and Math. The teachers also engage in professional development provided by the Network focusing on guided reading, questioning and assessment, differentiated instructional strategies for ELLs and SWDs , and the instructional implications coming out of looking at student work.

**Part 2 – Annual Goal**

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

By June 2015, school leaders will consistently use Advance (evidenced-based systems) to track teacher practice, examine the data to design the creation of professional learning that is dynamic, adaptive, and interconnected and addresses individual and school wide practices in the critical areas of student achievement, teacher practices and tracking progress based on student data.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leaders will continue to examine trends of teacher practices and will make programmatic and professional development decision to improve students’ achievement.	ELLs, Sp. Ed, GE and Students in the bottom 1/3	September 2014-June 2015	Coaches, administration, Network specialists, external consultants

PD will be structured to meet the targeted specific needs of teachers.	teachers	September 2014-June 2015	Coaches, administration, Network specialists, external consultants
<p>Invite parents to collaborate with school leaders during:</p> <ul style="list-style-type: none"> <li>the monthly principal round table sessions</li> <li>weekly parent outreach</li> <li>parent coordinator workshops</li> <li>specific workshops with Guidance team</li> <li>monthly SLT meetings</li> <li>PA meetings</li> <li>monthly ELL coordinator meetings</li> <li>monthly meeting with parents of students with disabilities</li> </ul> <p>to keep parents informed of progress toward school wide goals and to work in partnership with the school.</p> <p>All stakeholders of the PS11 school community including parents, and community-based organizations work toward the shared values of students' success.</p>	parents	September 2014-June 2015	Parent Coordinator, School support staff, Coaches, administration, Network specialists, external consultants

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Data from the evidenced based system and collaboration time with ELA and Math Coaches, administration, and network support staff.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, school leaders will monitor the results of the evidenced based system to track teacher practices to ensure that teachers professional development needs are being met and addressed in the professional learning communities and on-going classroom support and in implementation of school wide initiatives.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 11 The Highbridge School strives to maintain a welcoming environment for parents where parents feel supported as evidenced by the NYC School Survey of 2013-2014 where 95% feel that our school makes them feel welcome. Parent Coordinator is notified by Safety Agent when parents enter the school building to assist with questions or concerns. Parent Coordinator and Parent Association Bulletin Boards located in Main Entrance maintain current information on School Activities.

We have established and continue to maintain strong partnerships with families and community and we continue to provide a variety of support for parents (Check survey for results).

- Monthly Calendars are sent home to inform parents of information sessions, celebrations, events and activities
- Calendars are enlarged poster size and displayed outside of school building – Main Building and Annex, Parent Association Office and Parent Coordinator Area
- Parents are welcome to listen to daily Town Hall Announcements where the Pledge of Allegiance, The PS 11 Student Pledge and the No Place for Hate Promise are recited by our learning community. These pledges along with the Principal’s message set the tone for a productive, positive and safe day and week. The Town Hall serves to: communicate high expectations; acknowledge accomplishments of students; share student learning, celebrate successes and address concerns as needed.
- We hold to the philosophy that “Respect For All” (RFA) is a yearlong process. To this end, students

participate in and create a variety of activities to maintain a respectful climate. Some of these activities include: “Respect For All” poster contest , “Trees of Kindness” art display, “Sock it to Bullying” Campaign, 3R Poster Contest (Rules, Respect, and Responsibility), “Pennies for Patients” (Leukemia and Lymphoma Society); and the “Kindness Quilt” (Respectful words and quotes). Parents are informed of activities and invited to see student displays

- P.S. 11 is currently in its third year as a “No Place for Hate” (NPFH) school, an annually earned status that is given by the Anti-Defamation League. The NPFH committee is comprised of students, staff and parents that meet weekly and facilitate at least three approved school-wide activities that focus on anti-bullying and promote tolerance.
- Trained RFA designees are available at all times to support students, staff and parents with any reports of bullying or intimidation.
- We continue working in partnership with community agencies and organizations to support students’ social and emotional developmental health. We maintain partnerships with: Bridge Builders (Kinship Foster Program and Legal Advice), Highbridge School Coalition (Community Services), Highbridge Voices, MOSAIC Beacon Program, Astor Services for Children and Families, Lincoln Hospital Crisis Center, and the Bronx Mobile Crisis Unit. Agencies are invited to Parent Associations Meetings to provide parents with information.
- We continue to offer information sessions and workshops for Parents and Families on a monthly basis to engage parents/families on every aspect of school life. The monthly information sessions/workshops are facilitated by the Parent Coordinator, Guidance Department and the School Nurse. Some of the topics are: Bullying, The Discipline Code, Students in Temporary Housing (STH), English Language Learners, No Place for Hate, Nutrition, Shared Pathways to Success.
- The Safety Committees meet monthly in both the Main and Annex buildings to assess school safety measures, solve problems and anticipate upcoming events. Both Committees have a parent representative.
- We have initiated a “Book of the Month” school-wide program where books are selected to strengthen our literary community and build character traits in students (i.e. kindness, anger management, tolerance). Our parents are invited to the monthly “P.S. 11 Parent Book of the Month Club” to encourage parents to engage in family conversations about the themes in the school Book of the Month.
- Grade Assemblies are held monthly to recognize student achievement in academic areas, attendance and citizenship. Parents are invited to attend and share in their students’ learning and successes.
- The Principal holds a monthly Parent Roundtable meeting to encourage parents to express concerns and suggestions for school improvements
- Parent Coordinator facilitates an Elected Parent Institute to help parents understand roles and responsibilities
- PS 11 Parent Academy is held monthly to help parents become familiar with NYC DOE website and webinars on Parent Association topics and School Leadership Team
- Parent Ambassadors welcome parents during special events, Parent-Teacher Conference Day and answer questions regarding the NYC School Survey
- PS 11 Parent Orientation Folder is sent home at the beginning of the School Year which includes a welcome letter from the Principal and Parent Coordinator
- Parent Association Folder is sent home at the beginning of the school year which includes School Year Monthly meeting schedule for the Parent Association Executive Board, General Parent Association Meetings and School Leadership Team Meetings
- Parent Coordinator meets with parents of students registered after the beginning of the school year and provides copies of PS 11 Orientation folder and Parent Association Meeting Schedules.

**Part 2 – Annual Goal**

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

By June 2015, School leaders, and support personnel will ensure that student data is shared in a way that families can understand a child’s learning needs and become proactive advocates for their children. By measuring increased opportunities for teachers and families to engage in dialogue and partner with the school to provide appropriate student support.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leaders, and support personnel will ensure that student data is shared in a way that families can understand a child’s learning needs by training parents in the PS 11 Parent Academy to become familiar with NYC DOE websites and Webinars. This will support a parents opportunity to become proactively advocate for their children, and partner with the school to provide appropriate student support.	Parents	Sept 2014- June 2015	Administration, Parent Coordinator, SLT members, PA
On Tuesday afternoons, the PS 11 Community will dedicate time to meet with parents and engage in dialogue to help parents understand data that will support student achievement.	Parents	Sept 2014- June 2015	Parents and School community
Monthly Principal Parent Round table discussions will continue to ensure that all parents have an open forum to contribute ideas, ask questions or seek clarity.	Parents	Sept 2014- June 2015	Principal

**Part 4 – Resources Needed**

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

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**Part 5 – Budget and Resource Alignment**

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

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

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

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

By February 2015, PS 11 staff will aggregate the number of opportunities parents had to meet with staff members to contribute ideas, ask questions and seek clarity with student data.

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

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

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	3 <sup>rd</sup> Grade- Group 1- bottom third of students who failed to meet benchmark. And Group 2- Students that are moveable to level 3 (ELL's included) 4 <sup>th</sup> Grade- Students who are moveable to level 3 (ELL's included) 5 <sup>th</sup> Grade Students who are moveable to level 3 (ELL's included)	Small group, Guided Reading Strategy lessons that are aligned to CCLS within the ReadyGen Units of Study	Small Group	During the school day
<b>Mathematics</b>	Grade 3- Students that are moveable to level 3 (ELL's included) 5 <sup>th</sup> Grade Students who are moveable to level 3 (ELL's included)	Small Group aligned to the CCLS within the GoMath Program	Small Group	During the school day
<b>Science</b>	Embedded into Literacy Program and ReadyGen Units of Study	Strategy lessons that are aligned to CCLS within the ReadyGen Science Units of Study	Small Group	During the school day
<b>Social Studies</b>	Embedded into Literacy Program and ReadyGen Units of Study	Strategy lessons that are aligned to CCLS within the ReadyGen Social Studies Units of Study	Small Group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The students being serviced are considered at risk. Tier II and Tier III interventions are provided. Social Work and Guidance support.	No Place for Hate Committee Respect for All Crisis Intervention At risk counseling	Push in to Classes Small Group Individual Counseling	During the School Day Before the School Day



### 09X011 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	740	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.8%	% Attendance Rate	91.1%	
% Free Lunch	93.8%	% Reduced Lunch	1.1%	
% Limited English Proficient	28.6%	% Students with Disabilities	19.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American	29.4%	
% Hispanic or Latino	68.6%	% Asian or Native Hawaiian/Pacific Islander	0.4%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	6	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.2%	Mathematics Performance at levels 3 & 4	14.5%	
Science Performance at levels 3 & 4 (4th Grade)	75.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	NO	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

### 09X011 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	740	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.8%	% Attendance Rate	91.1%
% Free Lunch		93.8%	% Reduced Lunch	1.1%
% Limited English Proficient		28.6%	% Students with Disabilities	19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	29.4%
% Hispanic or Latino		68.6%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White		0.9%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.67	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.2%	Mathematics Performance at levels 3 & 4	14.5%
Science Performance at levels 3 & 4 (4th Grade)		75.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

**09X011 School Information Sheet Key**

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.8%	% Attendance Rate		91.1%	
% Free Lunch	93.8%	% Reduced Lunch		1.1%	
% Limited English Proficient	28.6%	% Students with Disabilities		19.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		29.4%	
% Hispanic or Latino	68.6%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.2%	Mathematics Performance at levels 3 & 4		14.5%	
Science Performance at levels 3 & 4 (4th Grade)	75.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		NO	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

### 09X011 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	740	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	90.8%	% Attendance Rate		91.1%
% Free Lunch	93.8%	% Reduced Lunch		1.1%
% Limited English Proficient	28.6%	% Students with Disabilities		19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		29.4%
% Hispanic or Latino	68.6%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.2%	Mathematics Performance at levels 3 & 4		14.5%
Science Performance at levels 3 & 4 (4th Grade)	75.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 09X011 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	740	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.8%	% Attendance Rate	91.1%
% Free Lunch		93.8%	% Reduced Lunch	1.1%
% Limited English Proficient		28.6%	% Students with Disabilities	19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	29.4%
% Hispanic or Latino		68.6%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White		0.9%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.67	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.2%	Mathematics Performance at levels 3 & 4	14.5%
Science Performance at levels 3 & 4 (4th Grade)		75.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

### 09X011 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	740	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.8%	% Attendance Rate	91.1%
% Free Lunch		93.8%	% Reduced Lunch	1.1%
% Limited English Proficient		28.6%	% Students with Disabilities	19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	29.4%
% Hispanic or Latino		68.6%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White		0.9%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.67	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.2%	Mathematics Performance at levels 3 & 4	14.5%
Science Performance at levels 3 & 4 (4th Grade)		75.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	NO
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

### 09X011 School Information Sheet Key

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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.8%	% Attendance Rate	91.1%	
% Free Lunch	93.8%	% Reduced Lunch	1.1%	
% Limited English Proficient	28.6%	% Students with Disabilities	19.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American	29.4%	
% Hispanic or Latino	68.6%	% Asian or Native Hawaiian/Pacific Islander	0.4%	
% White	0.9%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.67	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	6	
Student Performance for Elementary and Middle Schools (2013-14)				
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Science Performance at levels 3 & 4 (4th Grade)	75.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	NO	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

**09X011 School Information Sheet**

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

Due to the unique culture of PS 11, staff members trust and respect each other to collaborate on an optimal environment for professional learning and professional responsibilities. Hence PS 11 retained every one of the teachers, and paraprofessionals from the 2013-2014 school year to this school year. The BEDS survey indicates that 100% of our teachers are assigned under the appropriate teaching license ensuring that they are highly qualified based on HQT criteria.

**2b. High Quality and Ongoing Professional Development**

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

PS 11 administrators have hired consultants and two Teacher Center Instructional Coaches to ensure that all students are provided with a curriculum that is CCLS aligned in all subjects and that all teachers are provided with differentiated on-going professional development to address their specific needs.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

The school based support team at PS 11 reaches out to preschools to gather any records and information about students as they are admitted. If a child had early intervention services they are re-evaluated and services are implemented at the school.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

There are committees in place such as the Assessment Committee, Teacher Teams, and Professional Learning Committee, that reach out to their constituent groups to collaborate before they select appropriate assessments and professional learning ideas and strategies to improve instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	691,698	X	pp. 12-13, 16-18, 21-22,, 24-26, 27-29
Title I School Improvement 1003(a)	Federal	16,760 (roll over)		
Title I Priority and Focus School Improvement Funds	Federal	165,754	X	pp. 12-13, 16-18, 21-22, 24-26, 27-29
Title II, Part A	Federal	217,066		
Title III, Part A	Federal	25,120		
Title III, Immigrant	Federal	20,157		
Tax Levy (FSF)	Local	3,856,750		

#### **<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.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 11 Highbridge, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 11 Highbridge will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

PS 11 Highbridge ,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 with 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.

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

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

DBN: 09X011 School Name: Highbridge School

Cluster: 5 Network: 534

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

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

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Highbridge School	DBN: 09X011
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At PS 11, part of our mission is to help every student meet and exceed grade- level standards in all content areas by providing them with a challenging curriculum that is driven by data and instructional goals. We extend that as well to the after school supplemental program. To ensure that our third and fourth grade ELLs are successful, we identified students using the following data points:

1. NYSESLAT - we identified the students who scored Intermediate and low Advance.
2. New York State English Language Arts and Mathematics Exams - English Language Learners that were identified as scoring in the lowest 1/3 on either or both exams.

In lieu of not having the 37 1/2 minutes extended day, we needed to dedicate additional instructional time for our ELLs to make sure each student was provided with strategies needed to be successful. We invited all third and fourth grade students who were identified as English Language Learners and fit into the above categories to participate in the After School Supplemental Program. First, the program is explicitly teaching the conventions of standard English to help students communicate their written ideas with clarity and correctness. In addition, the program provides intense test sophistication strategies to ensure their success when taking the ELA, Mathematics, and NYSESLAT exams.

The program is offered on Wednesdays and Thursdays from 2:50-4:45pm in English. The program will be taught by two certified Bilingual/ESL teachers. The instructional academic language materials that are being used are the Sadlier-Oxford Grammar Workshop Program -Common Core Editions, Level Green for 3rd grade and Level Orange for 4th grade. Other materials being used are the Annotated 3-8 ELA and Mathematics State Test questions for the 2013 and 2014 school year. Also, teacher created test materials and the Continental's New York ELLs workbooks.

### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here:

In order to ensure that our teachers at PS 11 are current with ELL strategies and research-based scaffolds and routines that will improve linguistic and academic student outcomes, we will offer professional development to our two certified Bilingual/ESL teachers as well as the other seven Bilingual/ESL certified teachers at the school who service our ELLs. The professional development will occur from January - June, once a month on Mondays during the dedicated Professional Learning time, from 2:40 - 4:00pm.

The topics that will be covered include:

- \* SIOP training
- \* Building Academic Literacy for Bilingual Students with Disabilities
- \* Instructional Strategies for ELLs with Special Needs
- \* Differentiating Instruction within levels of Proficiencies
- \* Scaffolding Techniques to Teach Academic Vocabulary

These professional development will be held in collaboration with facilitators from CEI-PEA, Fordham University, and The Regional Special Education Technical Assistance Support Center.

### Part D: Parental Engagement Activities

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

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

Begin description here:

At PS 11, we have created an environment that engages parents in order to give them a more active and participatory role in the linguistic and academic development of their children. We begin this as early as the registration process and through instructional and academic workshops given throughout the school year. In addition, we intend on offering parents Saturday classes. During our upcoming Parent Conversations to be held this November on the 9th and the 16th, we will hand out to parents of ELLs a parent survey. This survey will help us assess their needs and help us determine what services the school can provide to support them. Based on the needs of the parents, we will then structure a program for them. Our intentions are to initially offer an Adult ESL class on Saturdays from 9am - 12pm beginning in January. As the ESL class commences, we intend to add other topics and invite guest speakers to attend and share information about:

- \* Navigating immigration requirements and laws
- \* Physical and mental health services in the community
- \* Establishing and maintaining a supportive home learning environment
- \* Communicating and collaborating with teachers, counselors, and principals
- \* Navigating the school system and accessing its resources
- \* Identifying and avoiding obstacles to school success
- \* Support children's emotional and social development

**Part D: Parental Engagement Activities**

We are looking into various partners as potential collaborators including: Fordham University and Astor Services for Children and Families. Parents will be notified of this Saturday class via letters, flyers and during the monthly General PA meetings as well.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>9</b>	Borough <b>Bronx</b>	School Number <b>011</b>
School Name <b>Highbridge School</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>Dr. Joan Kong</b>	Assistant Principal <b>Henrietta Sirleaf</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nail Castillo</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Angela Reyes/2<sup>nd</sup> grade ESL</b>	Parent <b>Lorenza De Los Santos</b>
Teacher/Subject Area <b>Mayra Mendez/3<sup>rd</sup> grade TBE</b>	Parent Coordinator <b>Nelida Sousa</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>5</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>757</b>	Total number of ELLs	<b>215</b>	ELLs as share of total student population (%)	<b>28.40%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	88			13						101
Dual Language										0
ESL	62		13	36		11	16		6	114

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	<b>150</b>	<b>0</b>	<b>13</b>	<b>49</b>	<b>0</b>	<b>11</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>215</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	13	18	3	16	18								82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1	2	3	1										7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	6	4	4								20
<b>TOTAL</b>	<b>16</b>	<b>17</b>	<b>24</b>	<b>10</b>	<b>20</b>	<b>22</b>	<b>0</b>	<b>109</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)	10	10	7	7	6	11								51
Intermediate(I)		19	16	9	15	10								69
Advanced (A)	25	6	18	14	13	19								95
Total	<b>35</b>	<b>35</b>	<b>41</b>	<b>30</b>	<b>34</b>	<b>40</b>	<b>0</b>	<b>215</b>						

**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	31	8	1		40
4	30	9			39
5	24	9	1		34
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	30		10		3				43
4	36		9		1		1		47
5	30		8		0		0		38
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the LAB-R testing for this year in kindergarten there are 10 ELLs in the beginner level and 29 ELLs are in the advance level. In first grade there are 5 ELLs in the beginner level. In second grade there are 3 ELLs in the beginner level. In third grade there are 4 ELLs in the beginner level while in fifth grade there are 3 ELLs in the beginner level. When looking at NYSESLAT proficiency levels we see: in first grade we have 5 beginner level, 18 intermediate level, and 5 in advance level. In second grade we have 4 beginner level, 13 intermediate level, and 14 in advance level. In third grade we have 3 beginner level, 8 intermediate level, and 14 in advance level. In fourth grade we have 3 beginner level, 14 intermediate level, and 11 in advance level. In the fifth grade we have 9 beginner level, 10 intermediate level, and 19 in advance level. The NYSESLAT data patterns across proficiency levels and grades reveal that although the writing component is an area that has to be strengthened, listening is declining along the grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The patterns across modalities will affect instructional decisions. Since the listening and writing component are declining therefore our instructional focus will be in listening as well as writing for our ELLs. Teachers currently are having students do oral discussions (Socrates Seminar) after their reading of close readings which allows the students to talk and listen to each other. This helps strengthen their speaking as well as listening skills. Also, teachers are continuing to model writing skills in order to help students become better writers.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

c. From the Periodic Assessments, the school is learning that students that have a good foundation in their native language perform better. If they have little or no foundation in their native language they will do poorly. Also, once they transfer the skills when learning English they will perform better. In the TBE program the native language is used in the content areas. They also receive one unit of study in language arts. In Freestanding ESL the native language is used when necessary among the students when paired to better understand what is being taught in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
At PS 11 we use various data to guide instruction for ELLs within the Response to Intervention framework. We use New York State ELA results, New York State Math results, ELL Periodic Assessments, formal and informal assessments and student IEPs. There are three tiers in the RtI framework: Tier 1, Tier 2, and Tier 3. At Tier 1, the classroom teacher will be supported with research based ideas to deliver effective Tier 1 instruction. At Tier 2, small group interventions are adjusted to help the student overcome his/her difficulties with the help of school support staff. At Tier 3, intensive and individualized intervention is given to help the student overcome his/her difficulties. Progress monitoring is done to track student progress.  
At PS 11, the RtI team looks at the results of the universal screener (Fountas and Pinnell Running Record Assessment) and identifies targeted students to focus on for the school year. They also take recommendations from teachers. Before a student is brought to the RtI team, the teacher must provide documentation of at least 3 types of interventions that have been tried on a consistent basis with the student and the results of these interventions. In addition, the teacher must provide evidence of class work, projects, assessments that the student has completed. If it is behavioral intervention that is requested, the mandates are the same. The team then meets and

consults with the teacher to decide on the best intervention(s) for the student. Depending on the level of the intervention, the team recommends Tier 2 interventions that provide support but also ensures that there is as little interference with the student's regular academic day as possible. The intervention is tried consistently for a specific period of 6 weeks, the results are documented, the students' progress is monitored, and the teacher meets with the team at the end of the cycle to share the results. Based on these results, the team creates an action plan for next steps. This may include continued or adjusted Tier 2 intervention for an additional 6 weeks or depending on the student's results, a move to Tier 1 intervention if the student is making little to no progress.

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

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

7. For dual language programs, answer the following:

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

N/A

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

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

## Part IV: ELL Identification Process

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

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](#).)

At P.S. 11 The Highbridge School, identification of ELL students begins at registration time on the first floor in an area labeled the "north yard" and continues throughout the school year for new arrivals in the cafeteria. The Home Language Identification Survey [HLIS] which determines the child's eligibility for LAB/R testing is administered by the ELL Team, which consist of two ESL teachers, Ms. Reyes and Ms.N. Castillo, and AIS teacher, Ms. Powell. In addition, an informal oral assessment is done to help determine if students will be eligible for the LAB-R. Eligible students are then administered the LAB/R, an assessment in English to determine ELL program eligibilty within the ten days of entrance to the system, and if applicable, the LAB/R Spanish assessment in Spanish to determine language dominance and program eligibility. Ms. N.Castillo is fluent in Spanish, she is able to give added support to Spanish speaking parents and students during the intake process. For parents and students of other languages other than Spanish, it has been our experience that these parents come to registration with a friend or family member that can translate. We do have a staff member, Ms. McGuire that speaks fluent French and is on standby if we need her to translate. The Department of Education does offer over the phone interpretation services that can be used as a resource if a parent does not come with a friend or family member that can translate. In addition to an informal assessment given to the student, scores are reviewed by the ELL Coordinator and ELL Supervisor to determine program entitlement and parental option for ELL students.

Steps taken to annually evaluate ELLs using NYSESLAT starts with printing the RLAT report from ATS, for entitled studens only as a specific criteria for entire school. A testing calendar is created to administer all four modalities. The speaking subtest is administered to students individually by the ELL Speaking Team, Ms. Reyes, Ms. N. Castillo, Ms. Powell, Ms. Kaplan, Ms. Ferrell, Ms.

Alonso, and Ms. Gonzalez. Prior to administering test, the team goes over NYSESLAT School Administrator's Manual to clearly understand testing procedures. The Listening, Reading, and Writing subtests are administered according to the testing calendar. This includes students with special accommodations, they are tested accordingly per their IEP. P.S. 11 utilizes many of the staff members to help administer these three subtests in addition to the certified ESL teachers: coaches, other classroom teachers, guidance counselors, social workers, paraprofessionals, and school aides. They all attend a testing meeting to go over NYSESLAT Testing Manual at the beginning of the testing window. Also, Ms. N. Castillo attends the network/district NYSESLAT testing meeting and turns key information to staff administering the NYSESLAT. Finally, certain members of the ELL Team and General Testing Team, Ms. Reyes, Ms. Powell, Ms. Ferrell, Ms. Rivera-Garcia, Ms. Alonso, Ms. Kaplan, and Ms. Gonzalez evaluate the writing portion of the test following the guidelines and rubrics provided by the Pearson testing company.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the beginning of the school year a RLAT report is generated through ATS which let us know students who are entitled to ESL services. We generate Continued Entitlement Letters, Non-Entitlement Letters in English and other languages where needed for those entitled students. Parent Survey and Program Selection forms are filled out and signed at the time of registration after the one on one orientation meeting and/or within ten days. If the Parent Survey and Selection forms are not returned we make house calls. Then, the forms are given to the Pupil Personnel Secretary to be included in the student's registration papers, which will be placed in the student's cumulative record folder. Entitlement letters which are in the student's native language and in English are given to the students to bring home and a copy is also mailed home. Copies of the letter are stored in a compliance binder located in the main office, and another compliance binder located in the ESL coordinator's office, and also in the student's cumulative record folder.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
- Over the past few years the trend in program choices that parents have requested has been Transitional Bilingual Education, 60% while Freestanding ESL has been 40%. After reviewing this year's Parent Survey and Program Selection forms we noticed that 65% of the parents requested Transitional Bilingual Education while 35% of parents requested Freestanding ESL. One reason why parents are requesting Transitional Bilingual Education is that many of the newcomers have entered the United States 2-4 weeks prior to being registered in our school or their children are very limited in the second language and they still want to nurture their first language. The program models offered at our school are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

Intermediate Level (50%-50%)      50% of instruction in Spanish, 50% of instruction in English

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

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

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

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

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students are appropriately evaluated in their native language in several ways: LAB-R Spanish, formal running records using TC Assessment Pro in Spanish, teacher made assessments in Spanish and GO Math assessments in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we administer the ELL Interim Assessments, teachers also have Socrates Seminar on the fifth day of close reading in which students have oral discussions of what they've read, the students also do read alouds to the class as well as oral presentations. Informative assessments are conducted daily/weekly for speaking and listening. Formative assessments are conducted three times a year for reading and writing. As well as ReadyGen tasks after the unit is completed which assesses reading comprehension and writing.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - a. This academic year at PS 11 we don't have any SIFE.
  - b. For our newcomers at PS 11 we provide the following:
    - \* Classroom libraries which includes non-fiction, high interest, low level, multicultural literature
    - \* Supplemental native language instruction to assist with language development skills through small group instruction, when the native language is available
    - \* Afterschool and Saturday Academy which provides additional support and opportunities to use the English language
    - \* Precise scaffolding strategies according to their language proficiency levelsIn addition to these services teachers are incorporating multicultural literature, to foster a deeper understanding of the newcomer home country.
  - c. For the ELLs receiving service 4 to 6 years we will provide the following:
    - \*Inquiry based analysis of NYSESLAT data
    - \*Individualized planning based on language needs
    - \*Materials and instructional technology designed to support the different modalities such as computer programs, listening centers
    - \*Academic Intervention Services
    - \*Professional development for teachers which focuses on ESL strategies, scaffolding, and language acquisition methodologies
    - \*Interim Assessments to assess growth and language development
  - d. Many of the same services provided for ELLs receiving 4 to 6 years the long term ELLs will receive as well.
  - e. The former ELLs will continue receiving ELL support as needed and testing modifications for up to two years after they pass the NYSESLAT. They will also be included in the Afterschool Program and Saturday Academy. Teachers are also encouraged to

continue teaching vocabulary explicitly and building academic language. Teachers utilize Common Core Learning Standards for language for a more structured approach in terms of second language development.

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English

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

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

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

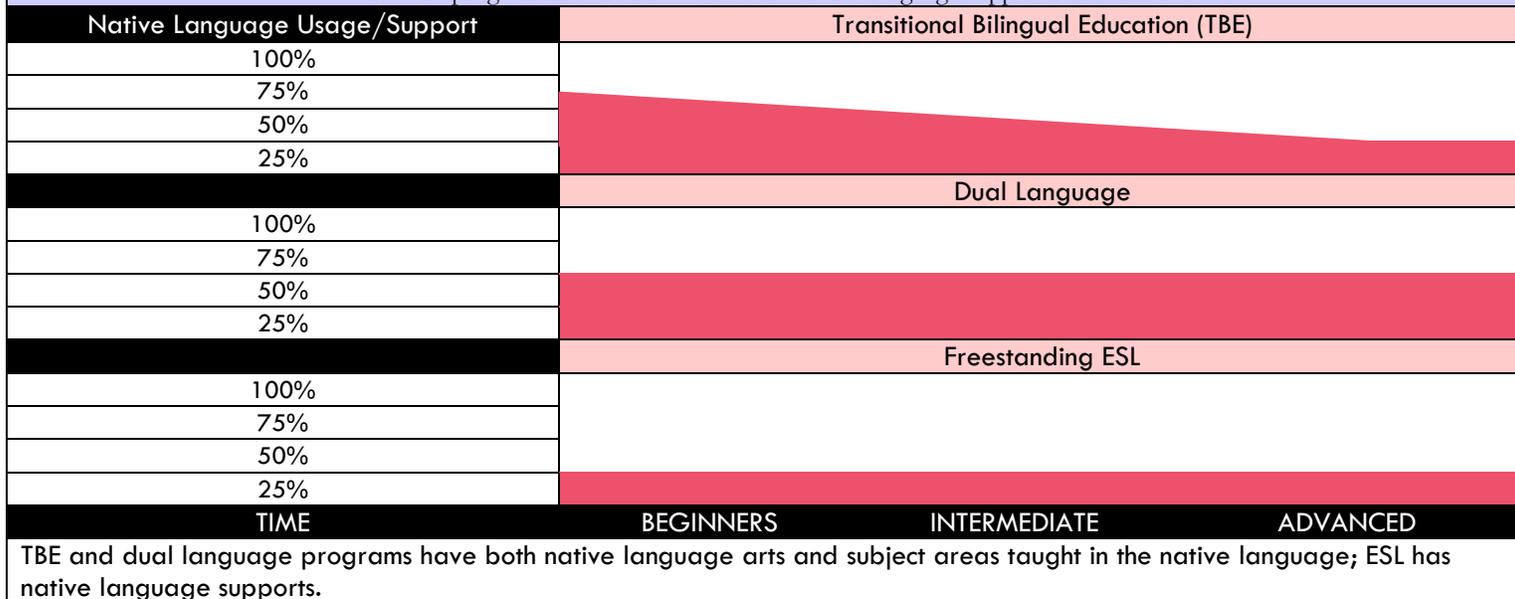
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ESL self-contained and bilingual classrooms at our school use the Santillana Language program which incorporates reading comprehension and vocabulary development. We also use Raz-kids that helps to develop reading comprehension and vocabulary building. Both of these language program are offered in English. Our intervention services range from Push in, AIS, after school, and Saturday academy. All of these services are designed to further develop their language acquisitions in a small group setting. PS 11 has developed an RtI team to also help implement intervention strategies for added support to our students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is meeting the needs of our ELLs. The NYSESLAT scores show how more ELLs have become proficient.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming year we will be offering Dual Language Program starting in Kindergarten and the other grades the coming years.
12. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any programs/services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All of our ELL students participate in every enrichment program that our school offers (e.g. music, arts, computer, etc). Additionally, classrooms that hold the ELLs have Smart Boards, listening centers, and bilingual libraries. One after school program is specifically designed for our ELL population. We also offer a Saturday Learning Academy that is especially for our ELLs. ELLs are also invited to after school programs that aims to improve the ELA and Math skills and preparation for the state tests.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that are used to support ELLs are SMART Board, internet, software (Science, Math, and Language games). Computer software such as Imagine Learning, Starfall, Raz-kids are used for instructional purposes. ReadyGen and Go Math program (K-5). Santillana Intensive English K-2 also used to support our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is delivered in TBE by having content word walls in the native language, having books in the native language in the classroom libraries as well as in the school library, and having small group instruction for the newcomers and beginners. In the ESL model we have peer tutoring with students that speak the same language. In TBE, we offer 1 period of native language support through the content. In ESL, we use English to offer 2 units of study for beginners and intermediate and 1 unit of study in advance using the ESL methodologies during instruction to provide a learning environment which ELLs can effectively acquire academic knowledge.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- PS 11 has the benefit of self-contained ESL classes in grades K, 1, 2, 3, and 4 and one Transitional Bilingual classroom at each grade level. Children are placed in their appropriate grade level and with their peers. Our Push-In support also goes into the classroom and works with the child's grade level teacher. Therefore, the children are receiving grade appropriate instruction. When ordering materials we look at the child's age, grade and interests to ensure the students will benefit from these materials.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- A booklet is prepared for newcomer ELLs entitled, "We Are On Our Way to PS 11". This booklet incorporates letters of the alphabet with pictures that begin with that letter sound, basic sight words, numbers, animal names, clothing, food and action verbs. Other activities in our school for newly enrolled students are incorporated in the school year. The Executive Team, and the ELL team work on a plan of activities for these students and their families.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** Highbridge School

**School DBN:** 09X011

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

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