

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K011

School Name:

P.S. 011 PURVIS J. BEHAN

Principal:

ALONTA WRIGHTON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Purvis J. Behan Public School 11 School Number (DBN): 13K011
Pre-K to 5
Grades Served:
School Address: 419 Waverly Ave Brooklyn NY 11238
Phone Number: 718-638-2661 Fax: 718-622-3028
School Contact Person: Abidemi Hope Email Address: AHope@schools.nyc.gov
Principal: Abidemi Hope
UFT Chapter Leader: Kisha Banyan
Parents' Association President: Cynthia McKnight
SLT Chairperson: Angela Guiffreda
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s):

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 335 Park Place, Brooklyn NY 11238
Superintendent's Email Address: BFreeman6@schools.nyc.gov
Phone Number: (718) 636-3284 Fax: (718) 636-3266

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Field Support Center Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn NY 11201

BFitzge2@schools.nyc.gov

Director's Email Address:

(718) 935-3954

(718) 935-2382

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Abidemi Hope	*Principal or Designee	
Kisha Banyan	*UFT Chapter Leader or Designee	
Cynthia McKnight	*PA/PTA President or Designated Co-President	
Audrey Nedderman	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Angela Guiffreda	Member/ Teacher	
Lurie Favors	Member/	
Evelyn Correa	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Annette Michael	Member/	
Nicola Tomlin	Member/ Teacher	
Leslie Jirsa	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Purvis J. Behan Public School 11 strives to develop well-rounded children in an environment that is stimulating, diverse, secure and stable. Our mission is to offer a school community that considers the whole child. We are committed to providing our children with a comprehensive child-centered curriculum that is sensitive to individual learning needs and styles, as well as celebrates and cultivates individual strengths and interests. Through a standards-based curriculum, which includes a rich Arts program, we are committed to developing life-long learners. We view all children as viable contributors to society who will grow to appreciate and cherish their own uniqueness as well as that of the world around them and beyond. We believe that it takes all stakeholders: administrators, teachers and parents, working collaboratively to create a school all our children can flourish in to reach their fullest potential.

Our school is located in the diverse community of Clinton Hill, Brooklyn, currently serving nearly 800 students in Pre-Kindergarten through grade 5. Under the leadership of the principal, enrollment has steadily climbed over the past eight years. This can be attributed to high levels of student achievement, a rigorous instructional program, strong parent engagement, and reputation for excellence within our district and city. Additionally, P.S. 11 has a rich history of serving predominantly African American students. We have shown tremendous success in closing the achievement gap with low income students and students of color.

The U.S. Department of Education recognized P.S. 11 as a 2014 National Blue Ribbon School. P.S. 11 received the New York State distinction as a "Reward School" for three consecutive years and has earned an "A" on the NYC Progress Report for two consecutive years from 2012-2014. According the New York State Department of Education, Public School 11 has consistently met and exceeded Adequate Yearly Progress goals mandated by the state for the last eight consecutive years.

Our school believes that developing student voice through written expression is paramount. Our students engage in writing in all learning areas, including art, science, and technology. It is the belief shared by our administrators, teachers, and parents that the key to developing lifelong learners is expressing oneself through writing. Additionally, we hold a strong value for Arts and music education as we believe it nurtures the whole child. Through the course of a child's experience at P.S. 11, each student will receive art and music instruction, hands-on science education, and an intensive literacy and mathematics curriculum carefully designed from best practices identified within classroom instruction and alignment with the Common Core Learning Standards (CCLS).

Our school offers a strong sense of community which begins as soon as you enter our doors. To affirm our shared belief that parents are partners in our school's success, families are greeted by school staff members, parents, longtime school aides and security staff, who know every child in the school. A dynamic Parent Teacher Association supports student achievement through its establishment of an afterschool enrichment program that is open to all students and offers programs in the arts, foreign language, and physical education.

The P.S. 11 staff, parents, and student body cherishes many yearly traditions, our Curriculum Showcase being the highlight. Each class is transformed into a rich display of the students' learning throughout the year. It highlights and

integrates essential learning and experiences across subject areas and offers unique, rigorous, and exciting opportunities for students to display their talents, passions, strengths, and overall learning.

The hallmark of our success has always been our pursuance and recognition of high expectations for all. These high expectations permeate through all aspects of school life and our school community. Some examples of how this manifests are our annual Scholar's Reception, college tours to prestigious Ivy League Universities, and CCLS embedded in our distinctive school report cards. Additionally, the report card features a "Parents as Partners" section that recognizes the efforts of parents in supporting their child's education.

We believe that our school's rigorous and holistic curriculum, team of committed and talented educators, and students' ongoing academic achievement and joy is exemplary in our city, state, and across the country. P.S. 11 proudly flies the National Blue Ribbon Schools banner as a representation of our school community's excellence.

With economically disadvantaged students, P.S. 11 has had substantial success. Although the data suggests a decline in percentage, the drop in scores over time can partly be attributed to changes in cut scores, rigor of the new state exams, and the CCLS. From 2008-2013, the performance of students from economically disadvantaged households on the ELA examination were 69%, 46%, 49%, 61%, and 35% in grades 3-5. From 2008-2013, the performance of students from economically disadvantaged households on the NYS Math examination were 91%, 58%, 55%, 69%, and 42% in grades 3-5. For perspective, when compared to the NYS data during 2012-2013, our economically disadvantaged students outperformed white students (38.1%) in mathematics by nearly 4% in the entire state and only slightly underperformed white students (39.9%) in ELA. Our students from low socioeconomic backgrounds score as well as the higher performing subgroups through New York State.

The performance of students receiving special education services at P.S. 11 shows a need to better prepare our students to meet grade level standards. To close the achievement gap, our school has focused attention to building a network of teachers that address the needs of students with disabilities. There is a School-Based Support Team to identify and support students with learning disabilities. Our school follows a Response to Intervention (RTI) model for addressing academic concerns and offers small group extended day and Saturday Academy for students requiring more targeted instruction. Each teacher's lesson plan is required to incorporate differentiated strategies to support students with special needs. We have a full-time special education teacher who "pushes in" to classrooms to support the general education teacher in differentiating instruction according to a student's particular need and we offer collaborative team teaching for those students that require full-time special education support.

The elements of the Framework for Great Schools in which our school made the most progress over the past year has been establishing a Supportive Environment where students feel safe, supported, and challenged by their teachers and peers. The Learning Environment Survey from 2013-2014 school year reflects 95% satisfaction with "school culture" for participants in the survey. This is 5% above the citywide average. A focused enhancement of our Saturday Academy, Young Scholar's Academy, and The Behan Academy for the Arts has allowed teachers to address students' needs in small targeted instructional groups and foster art music and dance education to enrich many students' lives. We believe a rich Arts education is key to supporting academic and social-emotional needs of our students. In addition, teachers maintain close communication with families to elicit support for their child's education at home.

13K011 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	802	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	5.8%	% Attendance Rate		93.4%
% Free Lunch	47.9%	% Reduced Lunch		6.6%
% Limited English Proficient	1.8%	% Students with Disabilities		11.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		72.9%
% Hispanic or Latino	9.5%	% Asian or Native Hawaiian/Pacific Islander		4.4%
% White	10.2%	% Multi-Racial		2.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.3%	% Teaching Out of Certification (2013-14)		18.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	51.4%	Mathematics Performance at levels 3 & 4		57.0%
Science Performance at levels 3 & 4 (4th Grade)	90.9%	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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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	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	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	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	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	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	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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Public School 11 has performed far above the city and state averages on the NYS Common Core-aligned assessments in English Language Arts (ELA) and Mathematics for the last three years. In 2015, 55.2% of our students achieved a level 3 or 4 on the ELA test and 61.1% of students achieved a level 3 or 4 on the mathematics test. In ELA, the city and state percentages were 30.4 and 31.3 respectively. In mathematics, the city and state percentages were 35.2 and 38.1 respectively.

However, since the institution of more rigorous Common Core aligned tests in the Spring of 2013, our students have not performed at the high levels we expect or desire. Many more of our students performed at a Level 2 on the ELA and Mathematics state tests. Also, many of our students who performed at a Level 3 were at the low end of that level. Our ELA Mean Student Proficiency was 2.92 and Mathematics Mean Student Proficiency was 3.15. With tougher standardized tests assessing more rigorous standards, we strive to ensure all our students can *securely* perform at or above proficiency on future state tests.

In addition to performance, PS 11 strives to increase the progress of all students in ELA and mathematics. While we were able to achieve a satisfactory ELA Median Growth Percentile (76) and Math Median Growth Percentile (73) with our school lowest third population, the overall median growth percentile was lower in ELA (71) and in mathematics (58.) A trend to note is our results with regards to growth for all students. We must find ways of moving more students to the next higher level, particularly our students with disabilities.

During our last Quality Review (November 2014), we were rated well-developed in all areas except in indicator 1.2 - Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products – where we were rated proficient.

All the above data propels us to believe the challenge, rigor, and accuracy of performance-based activities and assessment (i.e. performance tasks) encourage better mastery of state standards. With performance tasks, students are forced to demonstrate knowledge and skills, including the process by which they solve problems.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016 school year, our Median Growth Percentile for ELA and Mathematics will increase by at least 2 points for students in grades 3-5 as measured by the New York State Common Core Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Teaching and Reading of Nonfiction – Content area reading in science and social studies in grade 1-5 will continue throughout the course of the year, September of 2015 through June of 2016. The NYS Science and Social Studies Scope and Sequence will be the lens through which we meet the expectations of the CCLS. Our program will also seek to develop academic and domain specific vocabulary as a necessary component of nonfiction reading. This program will also require students to read a broad range of high quality, increasingly challenging informational texts.</p> <p>All students (including SWDs) will engage in a variety of reading experiences, strategies and learning activities. Classes will engage in close reading of short and long nonfiction shared texts that will entail reading and analysis of supporting articles, primary and secondary documents, trade books, essays, famous and profound speeches and other nonfiction sources. Teachers will strategically plan regular opportunities for students to read and respond to nonfiction complex texts through meaningful discussions and written tasks to meet this goal with special accommodations for students with disabilities.</p> <p><u>The Teaching and Writing of Nonfiction</u> – Nonfiction /Informational writing will support the social studies and/or science state scope and sequence curriculum. The nonfiction writing instructional strategies and activities include essays (opinion, persuasive, comparative), research reports (All About, topic and theme-based reports), word work, conventions of grammar and mechanics, and academic / domain specific vocabulary development.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Teachers and Administrative Team</p>

<p><u>The Teaching of Fiction Reading</u> – Our year-long literature-based program will emphasize narrative study through whole class novels (Grades 1-5); daily read aloud discussions (Pre-K - 5); and independent level [Just Right Books] reading (K-5) and Shared Reading (K-5). This program will shift to require students read a broad range of high quality, increasingly challenging texts with strategic accommodations for students with disabilities.</p>			
<p>Resources for nonfiction will derive from benchmark informational books for each grade level. Teachers will use trade books from Expeditionary Learning to support that emphasis on nonfiction reading. Science and social studies curricular materials will be integrated within the Nonfiction units of study.</p> <p>Teachers will introduce strategies for close reading in their unit plans with strategic accommodations for students with disabilities. Classes will engage in reading complex text excerpted from a variety of informational sources.</p> <p>In collaboration and with support from the cluster science teachers, grade level teachers will integrate and align the scope and sequence of both social studies and science into their nonfiction units of study. Units of study will demonstrate cross curricular alignment in order to support the emphasis in nonfiction.</p>	All Students	September 2015 – June 2016	Teachers and Administrative Team
<p>Each year commences with grade level Parent Curriculum Orientations to inform parents of the school’s instructional expectations and goals. Principal Roundtable discussions and general PTA Meetings address instructional expectations, school goals and how parents can support established school goals at home including supports for SWDs. Selected teachers conduct workshops to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology to access the NYC Schools account and other useful resources to track and monitor progress.</p> <p>Parent workshops are also provided to assist parents in understanding City, State and Federal standards and assessments to meet the school and city goals.</p> <p>Parent meetings with ELL and special education students are conducted to more closely discuss school goals and the role of parents to achieve our goal. Parents will receive class newsletters giving information as to current topics of study and ways to support the growth of their child in this area. Parent workshops stressing the CCLS will be offered in the evenings for parents to attend to deepen their understanding of these shifts in literacy. Regular class trips will be scheduled that support the nonfiction work.</p>	Parents	September 2015 –June 2016	Administrative Team and Parent Coordinator

ICT and Self-contained teachers will receive professional development that targets SWDs. Regular meetings to analyze progress of these students will ensure timely feedback can be given to teachers to shift instructional practices to maximize effectiveness. We will continue our collaboration with Goldman Mansour to focus on best practice s for ICT and Special Education instruction.	SWD	September 2015 – June 2016	Administration, Contracted Consultants, Special Education Teachers and All Teachers of Special Education Students
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
To achieve this goal, the assistant principals and principal will provide professional support to teachers (FSF, CF4). Teachers also receive professional development from outside sources (FSF per diem coverage). Teachers will participate in four collaborative inquiry cycles throughout the school year to analyze assessment data and student work to develop targeted action plans to impact student growth. In addition, teachers will have curriculum and instruction common planning periods to adapt units of study and lesson plans to address areas in need of improvement. Professional development sessions will be primarily led by teachers sharing best practices as observed through ongoing teacher observations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In order to monitor progress in all grades, we have designed a full school year assessment calendar. The assessment calendar specifies a timeline for administration of ELA and Mathematics benchmark assessments. Our initial schoolwide assessments during September and October are the enVisionMath Baseline assessment, ELA Performance Tasks (MOSL), Running Records, and Early Childhood Literacy Baseline Assessment. In November, we will administer the In-House ELA Benchmark and Performance Task #1. For grades 3-5, we will administer our CCLS-aligned Mathematics Fall Benchmark.
In February and March, we will administer mid-point benchmarks using our In-house ELA Benchmark Assessment and Performance Task #2 and our CCLS-aligned ELA and Math Spring Benchmark, in addition to Running Records.
Throughout April, students in grades 3-5 will take the New York State ELA and Mathematics Exams.
In May and June, we will be administer the End-of-Year ELA and Mathematics (MOSL) in addition to our final Running Records.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

During informal and formal observations of teacher practice and needs surveys, it was determined that teachers would benefit from more professional development, particularly in components (3b) and (3c) outlined in the Danielson Framework for Teaching. We determined that our teachers are aware of and apply the expectations of the framework for teacher practice and the Depth of Knowledge (DOK) Matrix, however the level of questioning and discussion, as well as level of intellectual and cognitive engagement across classrooms is inconsistent. In addition, teachers needed to deepen the level of student cognitive engagement in daily learning activities, discussion, and student work.

According to the ADVANCE observational schoolwide data on the eight rated components of Danielson’s Framework for Learning, it was identified that teachers scored lower in (3b) Using Questioning and Discussion Techniques and (3c) Engaging Students in Learning as compared to the other components of the rubric. In addition, in professional development meetings, surveys, and teacher team discussions, it was evident that these specific components would have the most impact on instruction, teacher practices and student outcomes.

The aforementioned data relating to teacher instructional practice may attribute to the plateau in overall student growth in both ELA and Mathematics identified in our state exam results. As stated in the needs assessment in Goal #1, "while we were able to achieve a satisfactory ELA Median Growth Percentile (76) and Math Median Growth Percentile (73) with our school lowest third population, the overall median growth percentile was lower in ELA (71) and in mathematics (58.) A trend to note is our results with regards to growth for all students. We must find ways of moving more students to the next higher level, particularly our students with disabilities." To ensure impact in student growth for all students, we have aligned both goals in our CEP to the same growth measure.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through collaborative teacher inquiry and targeted professional learning opportunities, teachers will develop effective instructional strategies to impact student progress as measured by an increase of 2 points in the Median Growth Percentile for ELA and Mathematics on the New York State Common Core Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Schoolwide professional development opportunities will be provided for all teachers in pedagogy and best practices that align to highly effective instruction. These opportunities include our Summer Institute, off-site professional development, and in-house workshops. We will continue our collaboration with Goldman-Mansour Consultants focusing on best practices supporting students with special needs in ICT, self contained, and general education settings including SETSS students.</p>	<p>All Teachers, with focus on Special Education</p>	<p>August 2015- June 2016</p>	<p>Administration, Professional Development Team</p>
<p>A Professional Development Team consisting of teachers and administration will coordinate PD-related activities throughout the school year. Teacher teams will have designated grade ambassadors that coordinate professional learning on their grade level. Our professional development time on Mondays (2:40pm – 4:00pm) will be based on quantitative data from ADVANCE, a survey of teacher needs, and in consultation with the Professional Development Team. These professional development activities will be differentiated for teachers by grade, areas for improvement, and teacher interest. Teachers will lead professional development in break-out sessions based on best practices observed through formal and informal observations.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration and Teachers</p>
<p>The administrative team will regularly observe instruction and provide feedback to teachers as it relates to components (3b) and (3c) of the Danielson Framework for Teaching with special modifications for SWDs.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Teachers will collaborate during teacher team meetings to engage in cycles of collaborative inquiry. In order to improve student achievement, teachers will work together closely to analyze data and propose and test solutions that they believe will impact student learning. Data inquiry teams will implement concrete action plans to improve teacher practice and impact student learning. For this year, inquiry teams will be organized on each grade level, Pre-K to 5. There will be four cycles of inquiry that follow our Inquiry Calendar which provides a</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration and Teachers</p>

timeline and focus for each inquiry cycle. This inquiry calendar corresponds with our School-wide Assessment Calendar.

Inquiry work will be a means to leverage professional development learning in order to impact student achievement. The administrative team will monitor teacher team meetings for effectiveness. Teams will follow established protocols for looking at student work and protocols for looking at student data.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development resources will be provided in-school and off-site using district and citywide professional development opportunities. Monday professional development time, job-embedded professional development, common planning periods, and per session workshops and study groups will all be used to lift the level of teacher practice within the school.

Teachers using highly effective practices will lead professional development along with the support of the administrative team. For new teachers, mentorships will be established to support their growth and a Professional Development Team will be established to coordinate all PD-related activities.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	PTA Funded	In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

To monitor progress of this goal, we will:

- Use student results from periodic in-house assessments to analyze student and teacher needs
- Conduct ongoing formal and informal classroom observations using the Danielson's framework for Teaching to evaluate the quality of teaching in classrooms and to inform specific professional learning opportunities needed to enhance teacher effectiveness
- Provide effective and actionable teacher feedback to elevate the level of pedagogical practices in classrooms
- Engage in cycles of collaborative inquiry to maintain ongoing conversations about student work and assessment results to ensure better student outcomes

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Fountas and Pinnel Running Record Assessments</p> <p>Periodic ELA Benchmark Assessments</p> <p>NYS ELA Exam</p> <p>Report Card</p> <p>Teacher Recommendation</p> <p>ELA Performance Tasks</p>	<p>Students receive ELA Academic Intervention Services from their classroom teachers. Students are identified through several literacy assessments such as the Fountas and Pinnel Benchmark Assessment</p> <p>System to determine the area(s) of need and strength. Teachers then formulate an individualized action plan that includes student goals, one-to-one conferences and differentiated small group instruction. Additionally, during the Thursday Extended Day program, students receive targeted ELA intervention instruction that focuses on building</p>	<p>One-to-one</p> <p>Small group</p> <p>Thursday AIS Extended Day Program</p> <p>Saturday Academy</p> <p>Young Scholars Academy</p> <p>AIS Teacher</p>	<p>During the school day</p> <p>Afterschool Extended Day</p> <p>Saturday</p>

		comprehension strategies.		
Mathematics	<p>Periodic Math Benchmark Assessments</p> <p>NYS Math Exam</p> <p>Report Card</p> <p>Teacher Recommendation</p> <p>Math Performance Tasks</p>	<p>Students receive Math Academic</p> <p>Intervention Services from their classroom teachers. Students are identified through several math assessments such as Bi-monthly In-house Benchmarks to determine the area(s) of need and strength.</p> <p>Teachers then formulate an individualized action plan that includes student goals, math games, math journals, one-to-one conferences and differentiated small group instructions.</p> <p>Additionally, during Thursday AIS Extended Day program, students receive targeted math intervention instruction that focuses on building problem solving strategies.</p>	<p>One-to-one</p> <p>Small group</p> <p>Thursday AIS Extended Day Program</p> <p>Saturday Academy</p> <p>Young Scholars Academy</p> <p>AIS Teacher</p>	<p>During the school day</p> <p>Afterschool Extended Day</p> <p>Saturday</p>
Science	<p>Nonfiction Fountas and Pinnel Running Record Assessment</p> <p>4th Grade NYS Science Exam</p> <p>NYS ELA Exam</p> <p>Report Card</p> <p>Teacher Recommendation</p>	<p>Students receive Science Academic</p> <p>Intervention Services from their classroom teachers. Students are identified through science unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated</p>	<p>One-to-one</p> <p>Small group</p> <p>Thursday AIS Extended Day Program</p> <p>Saturday Academy</p> <p>Young Scholars Academy</p>	<p>During the school day</p> <p>Afterschool Extended Day</p> <p>Saturday</p>

		<p>small group instructions, teachers practice building comprehension strategies through content area text.</p> <p>Additionally, during the Thursday AIS Extended Day program, students receive targeted content area instruction that focuses on building comprehension strategies .</p>	AIS Teacher	
Social Studies	<p>Nonfiction Fountas and Pinnel Running Record Assessment</p> <p>NYS ELA Exam</p> <p>Report Card</p> <p>Teacher Recommendation</p> <p>Content Area Performance Tasks</p>	<p>Students receive Social Studies</p> <p>Academic Intervention Services from their classroom teachers.</p> <p>Students are identified through social studies unit exams, quizzes, projects and teacher observations to determine the area(s) of need and strength. Using differentiated small group instructions, teachers practice building comprehension strategies through content area text.</p> <p>Additionally, during the Thursday AIS Extended Day program, students receive targeted content area instruction that focuses on building comprehension strategies .</p>	<p>One-to-one</p> <p>Small group</p> <p>Thursday AIS Extended Day Program</p> <p>Saturday Academy</p> <p>Young Scholars Academy</p> <p>AIS Teacher</p>	<p>During the school day</p> <p>Afterschool Extended Day</p> <p>Saturday</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Parent Referral</p> <p>School-based Support Team Recommendation / SIT Team Recommendation</p> <p>Teacher Recommendation</p>	<p>At-risk services are provided to students who are not receiving mandated counseling but need some assistance in areas of social, emotional and behavioral issues.</p> <p>The Guidance Counselor provides individual and group counseling.</p> <p>Students explore different skills and techniques like character development, respect, goal setting, the importance of following rules and completing tasks. These skills will help them integrate into the school community and socialize with their peers. The atmosphere provides for the students to talk about different situations that may be affecting their academic and social emotional growth. The Guidance Counselor develops behavior contracts with the student, parent and teacher to monitor the progress or lack of progress of the student. This helps to measure the success of the services being provided. Most students who are at risk receive the counseling anywhere from four to six weeks on a</p>	<p>One-to-one</p> <p>Small group</p>	<p>During the school day</p> <p>Afterschool</p>
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		<p>consistent basis and then the services are gradually terminated.</p> <p>The C.A.R.E. team meets monthly</p> <p>to discuss and identify severely at-risk</p> <p>students who have already</p> <p>received intervention through the</p> <p>P.S 11 guidance counselor. These students then have individual one-on-one meetings with the school psychologist. These meetings happen during the regular school day.</p> <p>P.S. 11 Social Worker provides family counseling and referral services for families in crisis who are experiencing social and emotional problems.</p> <p>School Nurse provides:</p> <ol style="list-style-type: none"> 1. Skilled health care services such as medication administration due to an acute illness or chronic condition. 2. Case findings through review of physical examination forms, vision screenings and 		
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		<p>teacher/nurse observation.</p> <p>Suspected health problems are referred for further assessment by PCP (Primary Care Physician).</p> <p>3. Asthmatic students attend Health Education classes and Open Airway which is a self-management program developed by the American Lung Association.</p> <p>4. HOPS-(Healthy Options and Physical Activity Programs In Schools). This is collaboration between School Food, Physical Education, School Wellness Council and Office of School Health to assist students with Body Mass Index (BMI'S),</p>		
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		99% of our students reach a healthy weight.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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.

²The **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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP) 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. Public School 11, 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. Public School 11 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Abidemi Hope	Assistant Principal Alain Beugoms
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Marta Mischczak	School Counselor Diane Nathaniel
Teacher/Subject Area Salisha Jackson	Parent Cynthia McKnight
Teacher/Subject Area	Parent Coordinator Clement Rand
Related-Service Provider Oksana Savuk	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	760	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
-----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	2
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14		2	0		0				0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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	1	2	1	1		1								0
Chinese														0
Russian														0
Bengali	1													0
Urdu														0
Arabic	2		2											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1										0
Other	1													0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2		1	1		1								0
Emerging (Low Intermediate)	2		2											0
Transitioning (High Intermediate)		2												0
Expanding (Advanced)	1	1		1										0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	2	5	2									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1								0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1								0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 11 uses Fountas and Pinnell in order to assess the early literacy skills of all students. The data gathered from these assessments allows teachers to match students to their appropriate reading levels. This information also helps inform the school's instructional plan by pinpointing the skills that students have already acquired and those areas that require the most attention. The NYSITELL (newly enrolled ELLs) and the NYSESLAT test scores are taken into consideration when planning and grouping LEP students for pull-out ENL services. There are 14 current ELLs and 10 former ELLs receiving services. Of the 14 current ELLs, 7 took the NYSITELL (June/Sept 2015) and 7 took the NYSESLAT (May 2015). Based on the NYSITELL results, two kindergarteners are at the Entering level, two are at the Intermediate level, and one is Advanced. In addition, one second-grader and a third-grader are also on the Entering level. According to the spring 2015 NYSESLAT data, one fifth-grade student is at the Entering level, two second-graders are at the Emerging level, two first-graders are at the Transitioning level and one first-grader and one third-grader are at the Expanding level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data shows that ELLs are making incremental gains on the assessment by annually moving forward to the next proficiency level on their way to becoming English language proficient. Many ELLs come in on the Advanced level in kindergarten and test out of the program by the end of the first grade. For this reason, the majority of our ELLs are found in grades K-1. ELLs who are at the Beginner level are all newcomers. The NYSITELL test results indicate that newly enrolled ELLs need the greatest amount of support in reading. The NYSESLAT results indicate that the ENL teacher needs to focus on reading and writing at all grade levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO goal number one focuses on the percentage of students making progress in English as determined in one of three ways: advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ; making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years ; or scoring at the intermediate level or above on the NYSESLAT for students with one data point. AMAO goal number two focuses on the percentage of students attaining English Language proficiency which is

defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT). Finally, AMAO number three focuses on ELLs attaining AYP (Adequate Yearly Progress). The NYSESLAT data shows that ELLs are making incremental gains on the assessment by annually moving forward to the next proficiency level on their way to becoming English language proficient. Many ELLs come in on the Advanced level in kindergarten and test out of the program by the end of the first grade. For this reason, the majority of our ELLs are found in grades K-1. ELLs who are at the Beginner level are all newcomers. The NYSITELL test results indicate that newly enrolled ELLs need the greatest amount of support in reading. The NYSESLAT results indicate that the ENL teacher needs to focus on reading and writing at all grade levels.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Although the classroom and ENL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy and are unable to grasp the concept in English. Classroom teachers who speak the native language are encouraged to provide native language support to their ELLs whenever appropriate and possible. Bilingual paraprofessionals also work in classrooms that have ELLs who speak the same native language. They provide these students with native language support when necessary and appropriate. Other native language supports include the Spanish language program introduced in the 2014-2015 school year in which students receive native language instruction as well as a bilingual library in the ENL classroom, bilingual dictionaries and use of a buddy system in which one student is able to translate information into the home language.

a. After reviewing the NYSESLAT data, the patterns revealed were:

In general, students are acquiring English proficiency more quickly than in the past. This is especially true for students who are on the Advanced level.

Speaking in English is not the only barrier to learning. Many students who are on the Advanced level are holding our students back from scoring on the Proficient level. This is especially the case in the ELLs who are on the Advanced level.

Students who enter kindergarten or any other grade with grade appropriate literacy in their native language tend to attain proficiency sooner.

Mathematics Assessments Grades 3-5

One newcomer ELL in fifth grade took the NYS Math assessment in 2015. He received a score of one.

Science Assessment Grade 4

One ELL took the New York State Science Assessment in 2015. The student, a beginner ELL, received a score of one.

English Language Arts

Three ELLs took the NY State ELA Common Core Assessment in 2015. One newcomer was exempt from the exam. Of the three students who took the exam all of whom were Beginner ELLs as per the NYSITELL or NYSESLAT, two received a preliminary passing score. The one

current ELL who took the exam received a score of one. Although this is the area that language learners could be expected to be weakest, we have to devote attention to all aspects of improving literacy skills to boost the students to the levels of 3 and 4. Additionally, we can expect that as soon the child is at a literacy level of 3 or 4 he or she would have scored a Commanding on their NYSESLAT, and would therefore exit the ELL category. Therefore, theoretically, there should be few to no ELLs scoring 3 or 4 on the ELA. We will continue to incorporate preparation for the ELA in our after school and Saturday Academy programs for ELLs in the month prior to this year's test. All ELLs will be receiving literacy and vocabulary instruction through the National Geographic Reach program.

In Transitional Bilingual as well as Dual Language programs, students are assessed in both English and the target language in order to compare progress in the languages. In the Freestanding ENL program at P.S. 11, students are assessed in English only.

b. We do not use the ELL Periodic Assessment.

c. P.S.11 does not administer the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

ELLs who received a Commanding on the NYSESLAT (May 2014 and 215) will receive 90 minutes of integrated ENL weekly as per the new CR- Part 154 mandates. The classroom teacher continues to differentiate instruction to meet the newly proficient students' needs. They are also given the opportunity to attend all after school programs. They are entitled to ELL testing accommodations for two years after they achieve proficiency on the NYSESLAT.

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

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

7. For dual language programs, answer the following:

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

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

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

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

Continually monitor literacy progress of all students, including those in the lowest performing grades and content areas, creating opportunities for active meaningful engagement.

Add additional support programs for students with the greatest need, including those in the lowest performing grades and content areas, creating opportunities for active meaningful engagement.

During the after school program, struggling students who lack literacy in their native language, will receive instruction in their native language to strengthen their literacy skills.

Spanish language classes provided during the instructional day as well as after school enrichment classes offered to target native language (Spanish/Chinese) literacy to help students on all levels.

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

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Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Ms. Mischczak, the ENL teacher, or Ms. Hope, the Principal, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. If the parent’s native language is Spanish, then Ms. Camillo, the Spanish language arts pedagogue, helps the parent complete the form. If a parent has different language interpretation needs, then a pedagogue who speaks the language is made available to assist with the interview. Interviews are conducted in person or over the phone and the NYSITELL is administered within 5 days of a child entering the school system. The subsequent parent orientation, should the child be identified as an ELL, also occurs within the first five days of the child entering the system. The ENL teacher compares the list of new admits to the collected HLIS to ensure that all students have a completed form on file. The ENL teacher determines whether new students are eligible for NYSITELL testing based on the HLIS, the interview with the parents as well as an interview with the newly enrolled student. Students who have at least one “other” box checked from the first four questions, at least two “other” boxes checked from the second four questions and whose informal interview indicates that they do speak a language other than English in the home, are eligible for NYSITELL testing. All other students are not Limited English Proficient (LEP). The ENL teacher then conducts an informal interview with the child. If the child is not able to communicate in English, then a pedagogue will be made available to provide translation services. The ENL teacher administers and scans the NYSITELL within the first 5 days of admittance. The NYSITELL scan results state the cut-off for levels of proficiency. Students who score at the Commanding level are not LEP, while students who score at the Entering, Emerging, Transitioning, or Expanding level are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Camillo, the Spanish language arts teacher. This is the entrance process to the ELL programs. Each May, the ENL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a Commanding score on the NYSESLAT. As per the new CR Part 154, students in grades 3-8 who receive a score of Expanding on the NYSESLAT as well as a score of 3 or 4 on the NYS ELA exam can exit the ENL program. For students in the lower grades, scoring at the Entering, Emerging, Transitioning, or Expanding level entitles the student to continued services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the

school will proceed with the SIFE Identification Process for students who are newly identified ELLs, in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. If a student meets all this criteria then the school will further continue with the SIFE Identification Process which includes administering the oral interview questionnaire and administering the Literacy Evaluation for Newcomer SIFE (LENS) to all students who speak Spanish, Arabic, Bengali, Chinese, or Haitian Creole. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and a home language other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The LPT will include the Assistant Principal, the ENL teacher, the IEP teacher, as well as the student's parent/guardian. The LPT looks at the following criteria in order to determine whether or not a student should take the NYSITELL: student interview in English and the home language, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT recommends the student take the NYSITELL, the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all students. Should the LPT recommend that the student not take the NYSITELL, then the LPT's recommendation is sent to the principal for review. If, upon review, the principal determines the student should take the NYSITELL then the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all students. However, if upon review, principal determines the student should not take the NYSITELL then the Principal's determination is sent to the superintendent or designee for review. The parent/guardian must be notified within 3 days of the decision. If, upon review, superintendent or designee determines the student should take the NYSITELL then the student takes the exam and the ELL Identification Process continues as with all students. However, if the superintendent or designee determines the student should not take the NYSITELL then the parent/guardian is notified and the ELL Identification Process terminates. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon registration, a newly enrolled student will be identified as being eligible to take the NYSITELL if: one of four questions on page 1 of the HLIS and two questions on the back of the HLIS indicate that the student speaks another language at home, the interview with the parents indicates a language other than English is spoken at home, and finally the interview with the student confirms the use of a language other than English at home. The ENL teacher, Ms. M. Miszczak, will then schedule the student to be tested with the NYSITELL within the first two school days after enrollment. The ENL teacher will print and scan the NYSITELL answer documents on the scheduled day. Once the exam is scanned in to ATS and the entitlement or non-entitlement is determined, the ENL teacher will prepare a letter to be sent home in the parent/guardian's preferred language. This letter will be sent home with the student on the second or third school day. If the student is entitled to services, then the letter inviting the parent to the parent orientation will be included. The parent orientation will be held within the first five school days as per the new CR Part 154 mandates. The ENL teacher holds these meetings in a group or individually, based on parents' needs.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. In order to make certain that parents are aware of this option, the ENL teacher will discuss this new regulation with parents during the parent orientation meeting. If a student is deemed not entitled to ENL services as per the NYSITELL, the ENL teacher will inform the parents of the 45 day appeal regulation along with the non-entitlement letter sent home in the parent/guardian's preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Students who have scored at the Entering, Emerging, Transitioning, or Expanding levels on the NYSITELL are entitled to ELL services. Within 2 days of administering and scanning the NYSITELL, the ENL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ENL teacher which is scheduled within the next 3 school days. The ENL teacher calls each parent the day before the orientation to remind them of the meeting and to ensure that parents understand how important it is that they attend. Interpreters are also present during the orientation. Staff members speak a variety of languages and are asked to

attend the orientation when a parent who speaks their language will be present. The ENL teacher explains, and additional staff translates if necessary, the LEP identification process and the three program choices. The parents receive all written material in both English and the home language. They have the opportunity to ask questions and watch the Parent Orientation video in their home language. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL, they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ENL teacher calls parents at home to arrange a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once a newly enrolled student is determined to be entitled to services based on the NYSITELL score, the ENL teacher sends home an entitlement letter as well as a letter inviting the parent/guardian to the parent orientation. Parents at P.S. 11 have overwhelmingly attended the scheduled parent orientations. There have been some parents who had to reschedule and attend an individual parent orientation held at a time more convenient for them. During these meetings, the parents are shown the Parent Orientation video and are provided with information in their home language. Translators are made available if necessary. The ENL teacher goes over the Parent Survey and Program Selection form with the parent/guardian and the form is completed during the meeting. Should a parent/guardian express interest in a Dual Language program then the form is completed indicating the first and second choice. The ENL works with the Parent Coordinator to provide the parent with the necessary information. In the past 7 years, however, any parent that has been interested in a Dual Language program later opted to have their child stay at P.S. 11. This decision is noted on the Parent Survey and Program Selection form. If a parent does not attend the parent orientation, the teacher will call them to inform them of the importance of their attendance. Should a parent not schedule a meeting, then their child is placed in the ENL program as there is no Transitional Bilingual Program - the default as per CR Part 154 - at the school. Parents will continue to be contacted and the Parent Survey and Program Selection forms will also be sent home for them to complete independently. The ENL teacher keeps a log of all calls and letters sent home.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a parent/guardian does not attend the parent orientation, the ENL teacher will call in order to schedule an individual meeting. If the parent/guardian continues to be unable to attend in person, then the ENL teacher would hold a phone conference and go over all programs and parent rights over the phone, with a translator if necessary. The Parent Survey and Program Selection form would then be sent home for completion by the parent/guardian. Should the parent continue to not complete and return the form, the ENL teacher would periodically check in with the parent, try to meet the parent before/after school, or during a parent teacher conference. In the unlikely event that a Program Selection form is not returned, the student would receive ENL services as there is no Transitional Bilingual Program, the default as per the CR Part 154, at P.S. 11. A log is kept of all communication attempts made by the ENL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed.

In order to keep track of all necessary parent notification letters, the ENL Teacher/Coordinator first uses the scanned NYSITELL results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. Afterwards, a roster of all students who require one of these letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters, along with copies of the HLIS, are kept in the ENL classroom. The letters addressed to parents/guardians are then handed to each child and the ENL teacher watches as they put the letters into their backpacks. The ENL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL Teacher/Coordinator uses the scanned NYSITELL results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. A roster of all students who require one of these letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters, along with copies of the HLIS, are kept in the ENL classroom. The letters addressed to parents/guardians are then handed to each child and the ENL teacher watches as they put the letters into their backpacks. The ENL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted in filling out the Survey and Selection Form. Copies of the returned forms are kept on file and the original is placed in the student's cumulative record along with the original HLIS. If the form is not returned, the ENL teacher, along with staff available to translate, call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154. However, in the past three school years, all parents of newcomer ELLs have filled out the Survey and Selection Form.
11. 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.

In order to ensure that P.S. 11 is administering all parts of the NYSESLAT to all eligible students, the ENL teacher, Ms. M. Mischczak, who coordinates and administers the exam, first identifies these students by printing out the RLER report from ATS for a list of NYSESLAT-eligible students. Approximately one month before the NYSESLAT exams are conducted, the ENL teacher creates a calendar indicating when each grade span will take each language modality section of the test. This schedule is put on the monthly school calendar. The ENL teacher creates letters for all parents of ELLs, in English as well as in their home languages, informing them of the test dates for each language modality for their child. The letter stresses the importance of attending school on those days and being rested and prepared to take the exam. In addition, the parents of any NYSESLAT-eligible students who have long-term absences are contacted by phone to ensure students are present during scheduled exam times. The ENL teacher administers all sections of the exam to all ELLs. The speaking section is administered with a minimum of two teachers. This team has been comprised of the ENL teacher as well as Ms. Jackson, a third-grade teacher trained in NYSESLAT administration, for the past several years. In order to ensure that all NYSESLAT-eligible students are administered the speaking subtest during the administration window, the ENL teacher and Ms. Jackson adjust their schedules as necessary. There are only ten school days during which the reading, listening, and writing subtests can be administered. In order to ensure that all students are tested within this time frame, the ENL teacher creates a calendar scheduling the subtests within the administration window and adjusts her schedule as necessary. A tracking form ensures that students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. If a student is absent during a scheduled testing day, the ENL teacher will follow up with their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions. The ENL teacher allocates the last two days of the testing window for make-up exams. If a student is absent on any portion of the exam, the teacher will call the parents before the make-up testing window in order to ensure that the student will be in attendance and will be prepared to take the section of the exam she or he had missed. In the past seven years, all students taking the NYSESLAT at P.S.11 have taken each section of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL Teacher/Coordinator uses the scanned NYSITELL results as well as the RLAT in order to determine non-entitlement, entitlement, continued entitlement or transitional eligibility. A roster of all students who require one of these entitlement letters is created and these letters are prepared in the language of choice as indicated by parents on the HLIS. Copies of these letters, along with copies of the HLIS, are kept in the ENL classroom. The letters addressed to parents/guardians are then handed to each child and the ENL teacher watches as they put the letters into their backpacks. The ENL teacher then indicates on the roster that the child has been handed the form. The classroom teacher is asked to alert the parent of the letter.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In 2009, five parents chose Freestanding ESL and one chose DL. The parent later opted to leave the child at P.S.11 and chose the Freestanding ESL program, the second choice. In 2010, the three parents of newcomers all chose ESL. A similar situation occurred in 2011, 2012 and 2013 in which the parents of all newcomer ELLs (four, three and four respectively) indicated Freestanding ESL as their first choice. In 2014 and 2015, all parents have chosen the Freestanding ENL program. Those parents who express interest in Dual Language programs ultimately choose to leave their students at P.S. 11 rather than transfer them to another school. The trend in program choice shows a clear interest in the Freestanding ESL program at P.S.11. The programs at our school are aligned with parent requests. In the past four school years, all parents had their children placed in their first choice of programs as per the Parent Choice Survey.

Part V: ELL Programming

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging level students receive 360 minutes of ENL per week, 180 of which are Stand-Alone ENL and the other 180 Integrated ENL. Transitioning students receive 180 minutes of ENL, 90 which are Stand-Alone and 90 Integrated ENL. Expanding students receive 180 minutes of Integrated ENL. Former, or Commanding, ELLs will receive 90 minutes of Integrated ENL. A full-time ENL teacher creates the ENL schedule to meet the mandated minutes for each student. Native language support is provided through the Spanish language arts program as well as when appropriate and possible. Bilingual books are available to students to read in the ENL classroom.

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

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

Content areas are arranged to help students understand the language they are learning. Mathematics are arranged to help students understand the language they are learning. Science is arranged to help students understand the language they are learning. Social Studies are arranged to help students understand the language they are learning. Language Arts are arranged to help students understand the language they are learning.

Mathematics are arranged to help students understand the language they are learning. Science is arranged to help students understand the language they are learning. Social Studies are arranged to help students understand the language they are learning. Language Arts are arranged to help students understand the language they are learning.

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

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

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

It is critical that ELLs are appropriately evaluated in all four language modalities throughout the year in order to monitor their progress. The ENL teacher conducts 3 assessments throughout the year – initial, mid-year and final – in order to assess the students in reading, writing, listening as well as speaking. These assessments serve to inform instruction and record progress. Ongoing informal assessments are also in place to pinpoint strengths and weaknesses and modify or differentiate instruction as necessary. These diagnostic and formative assessments include Fountas and Pinell, a formal assessment given school-wide in order to check students' comprehension, fluency, and match the students to their appropriate reading levels. Other tests given by the ENL teacher which assess reading skills include activities in letter/sound recognition, sight word knowledge, and phonological awareness skills. Tests which assess the other modalities are comprehensive and on-going (e.g. knowledge of spelling rules including digraphs, and blends, sentence comprehension, word structure knowledge such as morphemes, following directions, functional vocabulary knowledge, grade-level content area vocabulary, and expressive and receptive vocabulary skills.)

6. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

a. SIFEs are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFEs is to provide academic intervention services as an extension of the regular school program with both push-in and pull-out services.

M a k i n g a n i n d i v i d u a l i z e d s t u d e n t n e e d s s s m e n t .

C r e a t i o n o f a n A l l S p l a n f o r t h e s t u d e n t w i t h h a f o c u s o n w i t h e e l l i t e r a c y a n d m a t h c o m p o n e n t s .

G r a d e a p p r o p r i a t e i n s t r u c t i o n a l s u p p o r t m a t e r i a l s .

D i f f e r e n t i a t i o n o f i n s t r u c t i o n o n i n a l l a r e a s .

E n c o u r a g e s t u d e n t t o p a r t i c i p a t e i n a f t e r s c h o o l n a t i v e l a n g u a g e l i t e r a c y p r o g r a m .

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

A n i n f o r m a l s t u d e n t o r i e n t a t i o n

B u d d y s y s t e m i d e n t i f y i n g a s i m i l a r s t u d e n t i n h i s / h e r c l a s s t h a t w i l l a s s i s t d u r i n g t h e d a y .

A n i n f o r m a l a s s e s s m e n t i s p r o v i d e d t o i d e n t i f y a d e m i c l e v e l a n d e m i c s t r e n g t h s .

H o m e / s c h o o l c o m m u n i c a t i o n

A f t e r - s c h o o l s e r v i c e s t o p r o v i d e s m a l l - g r o u p i n s t r u c t i o n .

N a t i v e - l a n g u a g e s u p p o r t

S a t u r d a y A c a d e m y p r o g r a m f o r t e s t i n g g r a d e s a n d s t u d e n t s i n y o u n g e r g r a d e s w h o c a n b e e n e f i t f r o m t h i s s e r v i c e .

E n c o u r a g e s t u d e n t t o p a r t i c i p a t e i n a f t e r s c h o o l n a t i v e l a n g u a g e l i t e r a c y p r o g r a m .

c. Developing ELLs:

S m a l l l e s s o n s r e c e i v e d i n t e g r a t e d i n s t r u c t i o n i n t h e c l a s s r o o m .

A f t e r - s c h o o l i n s t r u c t i o n t a i l o r e d t o t h e i r n e e d s .

P e r i o d i c A s s e s s m e n t s t o m o n i t o r p r o g r e s s a n d d i v e r s i t y i n s t r u c t i o n .

E n c o u r a g e s t u d e n t t o p a r t i c i p a t e i n a f t e r s c h o o l p r o g r a m , t a r g e t i n g E L L A a n d M a t h , w i t h a n e m p h a s i s o n r e a d i n g a n d w r i t i n g .

M o n i t o r i n g t h e p r o g r e s s o f s t u d e n t s i n a l l c o n t e n t a r e a s t o d i f f e r e n t i a t e i n s t r u c t i o n f o r l i t e r a c y n e e d s .

S a t u r d a y A c a d e m y p r o g r a m t o e n r i c h t h e i r l a n g u a g e a n d a c a d e m i c s k i l l s .

d. Long term ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

A n a f t e r s c h o o l p r o g r a m , t a r g e t i n g r e a d i n g a n d w r i t i n g .

M o n i t o r i n g t h e p r o g r e s s o f s t u d e n t s i n a l l c o n t e n t a r e a s t o d i f f e r e n t i a t e i n s t r u c t i o n f o r l i t e r a c y n e e d s .

A l S u p p o r t , i n a d d i t i o n t o E N L , d u r i n g t h e d a y t o e n r i c h t h e i r l a n g u a g e a n d a c a d e m i c s k i l l s .

e. Our policy for former ELLs (up to two years after exiting the ENL program) is:

- 90 minutes of Integrated ENL study weekly

C o m m u n i c a t i o n b e t w e e n E N L t e a c h e r a n d c l a s s r o o m t e a c h e r s t o m o n i t o r f o r m e r E L L s ' p r o g r e s s a n d a c a d e m i c s t a n d i n g .

A p p r o p r i a t e e s t i m a t e s , i n c l u d i n g e x t e n d e d t i m e a n d s e p a r a t e l o c a t i o n f o r t h e f i r s t t w o y e a r s a f t e r t e s t i n g p r o f i c i e n t o n t h e N Y S E S L A T .

A f t e r - s c h o o l a s w e l l a s S a t u r d a y A c a d e m y s e r v i c e s i n o r d e r t o s u p p o r t E L A a n d m a t h i n s t r u c t i o n .

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. However, in order to ensure that the student's academic progress is not adversely affected by the re-identification, the student will receive after-school services which includes small group instruction as well as Saturday Academy if available and appropriate. Student progress will be monitored by the classroom as well as ENL teachers and additional supports will be provided as necessary.

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

Teachers of ELLs and SWDs use a variety of instructional strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. These include:

B r e a k i n g o b j e c t i v e s d o w n i n t o s m a l l e r s t e p s .

S i m p l i f y i n g d i r e c t i o n s t o e n s u r e t h a t t h e s t u d e n t s u n d e r s t a n d w h a t i s t o b e d o n e .

P r e s e n t i n g m a t e r i a l s , d i r e c t i o n s , a n d i n f o r m a t i o n u s i n g m u l t i p l e m o d a l i t i e s : v i s u a l , a u d i t o r y , a n d t a c t i l e . I l l e o r k i n e s t h e a n d a p p r o p r i a t e

U s e o f T P R (T o t a l P h y s i c a l R e s p o n s e) t e c h n i q u e s .

U s e o f F u n d a t i o n s i n l o w e r g r a d e s a n d W i l s o n M e t h o d f o r a t - r i s k s t u d e n t s .

U s e o f l e v e l e d p r e s e n t a t i o n s t o a r r e a m a t e r i a l o n t h e r e a d i n g l e v e l f o r t h e s t u d e n t .

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

P.S. 11 exercises curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELLs and SWDs within the least restrictive environment. These needs are met through:

M a t c h i n g g r a d e a p p r o p r i a t e a t t e n d a n c e s t u d e n t ' s r e a d i n g

Chart

Teachers will use a combination of the push-in/pull-out models of instruction depending on the needs of the students.

Teachers will collaborate with the classroom teachers in order to align instruction and therefore create a web of support for the students.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE Chart	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

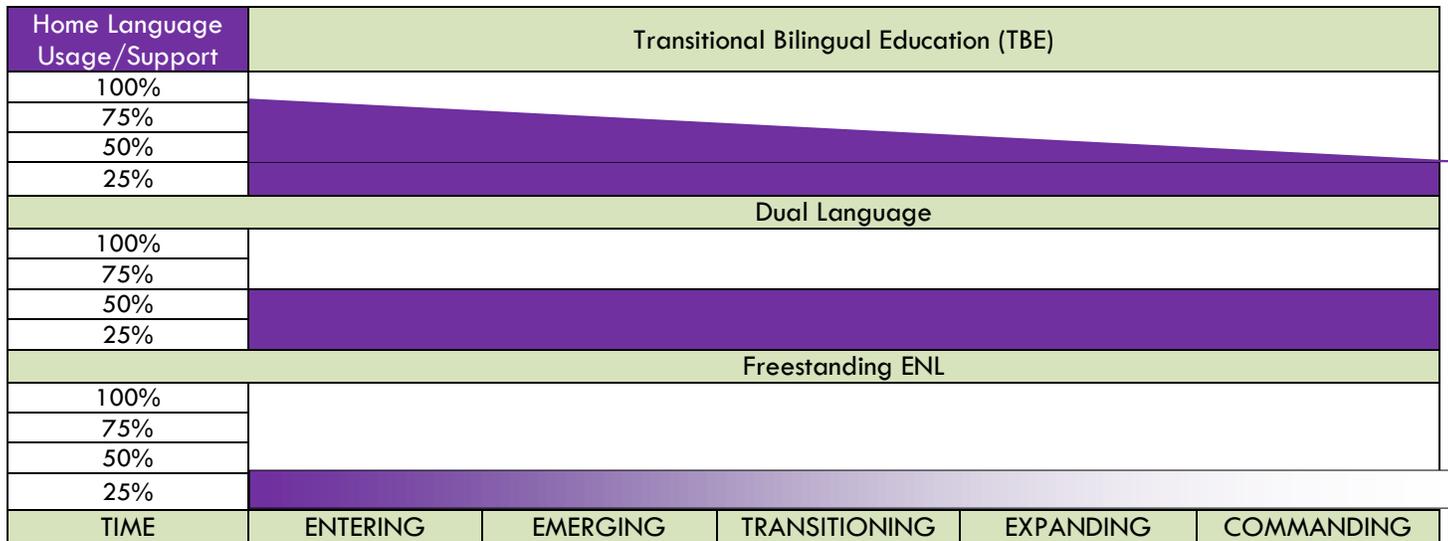


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. P.S. 11 has a structured RTI program available to all students who demonstrate a need for this service, including ELLs. Tier I Response to Intervention is provided by the classroom teachers in the general classroom setting. These interventions include differentiated instruction, small group or one-on-one instruction. Tier II of the Response to Intervention framework is provided by the SETTS/AIS teachers. Ms. Watson works with the K-2 population while Ms. Fusaro provides services to the students in grades 3-5. Tier II intervention includes both push-in, co-teaching instruction as well as small group pull-out sessions. The focus is on literacy in both content areas as well as fiction. P.S. 11 also offers an extended-day academic intervention program on Thursdays. Using data from formal and informal assessments, teachers select students who require intervention services. These students are then provided with small-group instruction in their areas of deficits in the content area subjects. These after-school sessions run for 2.5 hours and focus on small-group instruction in areas of need, including ELA, math, and science. P.S. 11 also runs the Young Scholar Academy on Saturdays during which students are provided with additional support in ELA and math. Both the Thursday extended program and the Young Scholars Program are available for students, including ELLs, in grades 1-5.

Studies have shown that proficiency in the native language aids in the acquisition of a second language. Therefore, all Spanish speaking ELLs, especially those who have never attended a Spanish language school, are encouraged to attend an after school NLA program. There is also a Spanish language arts program available during the school day for students at P.S. 11. Spanish as well as Chinese classes are available as part of the enrichment program at P.S. 11. Additionally, it is suggested that ELLs in grades 3-5 participate in after school programs geared to grade appropriate curricula and standardized exams.

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

According to NYSESLAT data, 19 out of 21 ENL students in the 2012-2013 school year moved to the next proficiency level. Eleven students tested Proficient on the exam and are now former ELLs. Gains continued to be made on the 2014 NYSESLAT. Six out of 18 ELLs taking the NYSESLAT received a Proficient score. The remaining students who had taken the NYSESLAT in 2013 moved up a level (i.e. from beginner to intermediate). Of the 14 students who took the NYSESLAT in the spring of 2015, six received a score of Commanding (Proficient), three received a score of Expanding (Advanced), two ELLs are at the Transitioning (High Intermediate) level, two at the Emerging (Lower Intermediate) level, and one student received an Entering (Beginner) level score. When the ENL teacher communicates with their classroom teachers, it is reported that former ELLs at P.S. 11 make steady academic gains, progress alongside their peers and perform well on state exams. The ENL program is aligned to the Common Core and a shift has been made to reading non-fiction, which prepares students for the type of texts they will encounter in their classrooms. Tier 1, 2 and 3 vocabulary words (common words, academic words and content-specific words) are also introduced during the study of these texts and introduces ELLs to the content-area language they will be exposed to in their classrooms.

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

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

Content independent reading. Content independent reading is a literacy strategy that allows students to read and understand text without the support of a teacher. This strategy is used to build students' reading fluency and comprehension skills. It is a key component of the National Geographic Reach program in the Stand-Alone ENL program.

The National Geographic Reach program in the Stand-Alone ENL program.

Making non-fiction reading more accessible to ELLs. ELLs often struggle with reading and writing that they will encounter in their general education classrooms. Use of the ReadingEggs online reading program.

13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.

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

Any programs available to monolingual students in the school are also available to ELLs. P.S. 11 has several partnerships which enrich the lives of our students including New York Philharmonic. Boys to Men, Sister's Circle and I Am My Sister's Keeper are also supplemental services offered during school hours. ELLs are also encouraged to participate in extracurricular activities. The P.S. 11 P.T.A. offers an After-School Enrichment program for all students. The program offerings include: violin, Robotics, Spanish, Chinese,

chess, tennis and soccer. The YMCA After School program is also popular with many of our students, including ELLs. The Thursday extended day program as well as the Saturday Young Scholars Academy provides additional academic support for students.

Spanish - speaking children provide support for ELL students in after school programs.

Family Celebrations: Throughout the year, we celebrate our students' achievements in arts and academics. Events include Family Fest, Curriculum Showcases, Spirit Week and Black History Month Celebration. At these events, the school and community can come together to recognize student achievements in arts and academics.

Translation services are available for parents who speak a language other than English. We have interpreters available at meetings with parents who speak a language other than English.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ENL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL," the ENL teacher integrates and scaffolds skills and strategies in the Reading and Writing curricula. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. During after-school, students performing at levels 1 and 2 on the NYS ELA or Math assessments use materials which specifically target the areas in which help is most needed. In ENL, students have access to such websites as www.starfall.com, www.pbskids.org and www.britishcouncil.org/kids. The Reading Eggs program, an interactive online program which supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate, was purchased for use by the ENL program. This program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.

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

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

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

The Freestanding ENL program has begun using the National Geographic Reach program. Students performing at level 1 and 2 in literacy receive targeted reading instruction. Students who are emergent/beginner readers or have difficulty decoding use Foundations as well as Month-by-Month Reading and Writing.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Although the classroom and ENL teachers only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present. During the school year, a newly enrolled ELL will have a buddy assigned to him/her who will ease the new student into the flow of the day as well as the culture of the school. This buddy system is set up by the ENL teacher in collaboration with the classroom teachers.

19. What language electives are offered to ELLs?

The Spanish lanuguage arts program introduced in the 2014-2015 school year will continue to provide students with Spanish language instruction during school hours. In addition, the after-school enrichment program offers Spanish and Chinese language courses for all students, including ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional development opportunities for teachers of ELLs include:

- October 26, 2015 - Understanding CR Part 154 - What Constitutes an Effective ENL Program
- The NYC Regional Bilingual Education Resource Network (R-BERN) is hosting a cohort entitled "English Language Learners with Special Needs: What You Need to Know." The first of these sessions will be held on November 17 and is named "Introduction to English Language Learners with Special Needs: Let's Plug In!" Additional sessions will be held throughout the school year and the exact dates and foci will be announced at a later date.

Other scheduled professional development opportunities include:

- Close Reading - "Getting to the Gist" - a professional development session which summarizes a strategy that encourages students to focus on key ideas presented in text. This strategy improves student comprehension as well as aids in higher order thinking skills. The facilitator will also discuss ways of differentiating this strategy for a variety of learners, including ELLs and SWD.

- Facilitating Student Discourse to Promote Engagement and Learning (Danielson 3b and 3c) - a discussion of the components of effective classroom discussion and an investigation of a variety of research-based discussion formats to foster student engagement.

- Universal Design for Learning

- Connecting Common Core Learning Standards to Bilingual Education ... Implementing for English Language Learners
Successful

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

- Common Core Literacy
- Getting to the Core: Differentiating Instruction for English Language Learners - participants will be able to use guiding questions to make decisions about differentiating instruction and assessment for ELLs, identify additional scaffolds that teachers can use to build on what ELLs can do in their new and home languages, and explain how teachers can tier the task so that ELLs can participate and achieve in ELA classes

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and ENL teachers, a minimum of 50% of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher at P.S. 11 attends several professional development sessions throughout the year in order to ensure that the school meets the professional development requirements as per CR Part 154.2. These professional development opportunities include The English Language Learners with Special Needs cohort which will provide five professional development full-day sessions for teachers of ELLs. Teachers are also provided with professional development sessions focusing on ELLs including Cooperative Grouping and Effective Discussion Techniques - two sessions which focused on engaging ELLs and SWD in classroom instruction and discussion. Attendance is taken at each professional development and filed by the secretary in the main office of P.S. 11.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Under the new teacher contract, Tuesday afternoons are scheduled parent meeting times. A letter will be sent out to all parents of ELLs at the beginning of the school year welcoming them and their students to the program. The letter will include the weekly time set aside for parent meetings should a parent request it. Meetings, if scheduled beforehand, can be held at other times during the week if the Tuesday time is not convenient to the parent/guardian. The ENL teacher has an open door policy and many parents stop by before or after school throughout the year to discuss any concerns and ask questions. If a parent/guardian should need translation services, meetings are scheduled during a time when a translator is available. The school has staff who are able to translate into Spanish, Chinese, Polish, Russian and Haitian-Creole. An Arabic-speaking volunteer has made herself available when the need arises for Arabic translation. Any other language needs are met through the DOE Translation and Interpretation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

2. Staff at schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting will include the ENL teacher, the classroom teacher, and any other school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Should the parent require translation/interpretation services, a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands will be present during the meeting. The ENL teacher, Ms. M. Miszczak, will schedule these meetings with parents of ELLs. These meetings will take place during the reserved parent communication time on Tuesdays. If this time is not convenient for a parent, another time will be arranged during which all parties will be able to participate. Attendance will be recorded at each of these meetings using existing procedures.

3. The parents and teachers have formed a very active Parent Teacher Association at P.S. 11. The Parent Coordinator facilitates workshops for parents throughout the year such as "Parent Teacher Conferences Prep," "Common Core," as well as math, ELA and test-prep workshops. The Principal and teachers also offer workshops for parents in the evenings. These include informational workshops on standardized exams as well as the Common Core Standards and their implications. Parents are invited to be active participants in their children's education through monthly newsletters, which are translated into the parents' native language if indicated on the HLIS, the annual Curriculum Showcases and various school assemblies. Teachers hold curriculum orientations and translators are made available for parents requesting the services. Parents are welcome to volunteer in the classroom. The Principal, Ms. Hope, also has monthly Town Hall meetings to keep parents abreast of school news and addresses any concerns the parents may have. There are also many fun activities for families throughout the year which boost school spirit and create a sense of community with the school. These include Family Ice-Skating Night, the Halloween Party, the Silent Auction, movie nights as well as a Parent Social.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
P.S. 11 partners with several agencies which provide workshops for parents. Sylvan Learning Center as well as UFT Dial-a-Teacher have provided parents with workshops regarding homework help and other academic matters. TDBank and NYSave have provided parents with financial planning workshops and HealthFirst visited the school in order to speak to parents about health insurance for their families. Children's Place and Habana Outpost, a local restaurant, donated funds to purchase school supplies and uniforms for select students, including ELLs. P.S. 11 partners with the local YMCA which provides on-site after-school services for students, including ELLs. Homework assistance is also provided. P.S. 11 also partners with organizations to enrich the lives of our students and families including Mark Morris Dance Company and the New York Philharmonic.
5. How do you evaluate the needs of the parents?

The Parent Coordinator at P.S. 11, Mr. Rand, has worked with parents to create a listserv on which parents can voice concerns, ask each other questions, and get information about school events. He has also created a parent survey which is circulated at the beginning of each school year. These surveys collect data on the workshops parents would like to see provided, the resources that they need in order to help their children succeed as well as what the parents feel they can contribute to the school. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.

6. How do your parental involvement activities address the needs of the parents?

Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth as well as what they need to support their children as successful learners, including workshops on helping with homework, using technology as educational tools, math, learning styles and exam support. Parents also want to remain up-to-date as far as school closings, parent meetings, and other important events. In response to this need, the school has set up a robocall system which leaves messages on parents' phones informing them of such events.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Purvis J. Behan

School DBN: 13K011

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Abidemi Hope	Principal		10/28/15
Alain Beugoms	Assistant Principal		10/28/15
Clement Rand	Parent Coordinator		10/28/15
Marta Miszczak	ENL/Bilingual Teacher		10/28/15
Cynthia McKnight	Parent		10/28/15
Oksana Savuk/Speech	Teacher/Subject Area		10/28/15
Salisha Jackson/Gen. Ed.	Teacher/Subject Area		10/28/15
	Coach		
	Coach		
Diane Nathaniel	School Counselor		10/28/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13K011** School Name: **Purvis J. Behan**
Superintendent: **Barbara Freeman**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is routinely translated to parents by staff members who speak the home language. There are currently 18 ELLs at P.S.11. The parents of two Chinese-speaking students have requested oral and written communication in Mandarin/Cantonese. Three Spanish-speaking parents have also requested oral and written communication in their home language. One parent/guardian has requested information sent in Haitian-Creole. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Approximately ninety-eight percent of the school's population reports English as the primary language. The remaining two percent speak Albanian, Arabic, Chinese, Spanish, Yoruba, and Haitian Creole. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ESL teacher/coordinator. The parents of two Chinese-speaking students have requested oral and written communication in

Mandarin/Cantonese. Three Spanish-speaking parents have also requested oral and written communication in their home language. One parent/guardian has requested information sent in Haitian-Creole. This was indicated on the HLIS as well as confirmed orally by a pedagogue who speaks the parents' home language. Bilingual staff who speak Spanish, Chinese or Haitian-Creole are readily available in order to translate orally or in writing any information which needs to be conveyed to the parents. All other language needs are met through the utilization of the DOE Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents which are distributed to parents/guardians and require translations are: annual handbooks, parent-teacher conference announcements, ELL parent orientation information letters, NYSESLAT testing notification and calendar, other NYS testing dates, curriculum overview, ELL entitlement and non-entitlement letters, as well as letters from the school leadership. Curriculum information is sent at the beginning of the school year. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events. Parent's Bill of Rights are distributed as they become available to the school.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 11 holds four parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. P.S. 11 also hold a Meet the Teacher Night in June during which parents are able to meet with teacher's in their children's next grade level, cluster teachers and other providers. The ENL teacher holds a parent orientation for any newly enrolled ELL parent/guradian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers communicate with parents throughout the year in order to address questions/concerns ad well as any possible issues in or outside of the classroom. If necessary, the guidance counselor will also be present during such meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Ms. Miszczak, the ENL teacher, is the Language Access Coordinator (LAT) at P.S. 11. The LAT has created articulation sheets letting teachers informing about the Translation and Interpretation Unit. Staff has been made aware of the LAT's role in the coordination of language needs and has been told to contact the LAT should any such needs occur.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 11 has a multilingual welcome poster hanging in the main entrance to the school building. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the Department of Education's translation and interpretation services, available in 10 languages, is also kept in these areas. Parents' Bill of Rights are sent to the school in a variety of languages and these are distributed upon arrival to all parents who have indicated a preferred language other than English.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to meet the needs of the parents/guardians as well as students.