

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R011

School Name:

P.S. 11 THOMAS DONGAN SCHOOL

Principal:

ERICA MATTERA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 11 School Number (DBN): 31R011
Pre K – Grade 5
Grades Served: _____
School Address: 50 Jefferson Street Staten Island, New York 10304
(718) 979-1030 (718) 979-0259
Phone Number: _____ Fax: _____
School Contact Person: Karen Gubnitsky Email Address: KGubnitsky@schools.nyc.gov
Principal: Erica Mattera
Carolyn Bivona
UFT Chapter Leader: _____
Jacqueline Eckert
Parents' Association President: _____
Carolyn Bivona
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jacqueline Eckert
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace Staten Island, New York 10301
Superintendent's Office Address: _____
ALodico@schools.nyc.gov
Superintendent's Email Address: _____
718-420-5657 718-420-5677
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: Kevin Moran
715 Ocean Terrace Staten Island, New York 10301
Director's Office Address: _____
kmoran2@schools.nyc.gov
Director's Email Address: _____

Phone Number: 212-374-4254

Fax: 718-391-6109

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)
Erica Mattera	*Principal or Designee	
Carolyn Bivona	*UFT Chapter Leader or Designee	
Jacqueline Eckert	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jacqueline Eckert	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
John Ferrannini	Assistant Principal/Students and Staff	
Jaclyn Durkin	Teacher/Lower Grades GE	
Anthony Muscat	Paraprofessional/Upper Grades SE	
Maria Neri	Parent/Upper Grades SE	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Porcu	Parent/Upper Grades GE	
Nakeema Parker	Parent/Lower Grades GE	
Michele Revella	Parent/Upper Grades SE	
	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.

Public School 11 (Governor Thomas Dongan) is an elementary school with 282 students from pre-kindergarten through grade 5. The school population comprises 15% Black, 41% Hispanic, 35% White, and 7% Asian students. The student body includes 9% English language learners and 23% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 93.3%.

With the vision of P.S. 11 as a community that loves to learn, individual talents are recognized and achievements are celebrated. People draw from personal experience to better understand literary, mathematical, scientific and social concepts. Parents, teachers, students and community leaders work collaboratively to improve student achievement.

Standards are set high so that students can achieve, perhaps even surpass, their own expectations.

The mission of P.S. 11 is to inspire future leaders by responding to diverse learning styles, while maintaining standards, inquiry-based instruction. By providing children with creative tools to learn and grow (such as exploration of subject and material, self-expression and exposure to the arts/technology), we will give P.S. 11 students the ability to creatively approach their learning. **This foundation will allow them to approach learning challenges beyond their school experience.** Our "Lead by Example" model will foster an environment that inspires excellence in leadership, scholarship and citizenship.

The school is Well Developed on its 2015 Quality Review in all areas of the Framework for Great Schools. The area of celebration is establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. This important foundational work aligns to the following elements of the Framework: Strong Family-Community Ties, Effective School Leadership, Supportive Environment, and Collaborative Teachers.

Rigorous Instruction is also Well Developed on the Quality Review.

The impact to date is the school in Good Standing on the New York State Accountability Report, yearly progress on the School Quality Snapshot and Measures of Student Learning data.

The school credits the following partnerships for their ongoing success in improving student achievement:

- 1) Internal Department of Education support such as English Language Arts and Math Tax Levy funding for after school test preparation, Title I Parent Involvement and Professional Development
- 2) External community-based support such as councilmanic funding for the after school Newspaper Club and Academic Intervention services during the school day, Parents as Arts Partners grant for parent/child projects, and Parent Teacher Association sponsorship of Summer Reading Challenge
- 3) Civic groups, such as the Huttner-Pasqualini American Legion Post, providing lessons on leadership and government

The school has a large special education population and disparate data demonstrates that a concerted focus must remain on improving outcomes for students with Individual Education Plans (IEP's):

- 1) Improve parent involvement
- 2) Improve student attendance
- 3) Decrease incidents on the OORS (On Line Reporting System)

31R011 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	284	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	65.8%	% Attendance Rate		93.1%
% Free Lunch	67.3%	% Reduced Lunch		9.8%
% Limited English Proficient	6.6%	% Students with Disabilities		25.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		16.4%
% Hispanic or Latino	38.9%	% Asian or Native Hawaiian/Pacific Islander		5.8%
% White	37.1%	% Multi-Racial		1.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.08	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.8%	Mathematics Performance at levels 3 & 4		30.8%
Science Performance at levels 3 & 4 (4th Grade)	86.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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		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	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.
- According to the school’s 2015 Quality Review, teachers are proficient in aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels. In order for the school to move to Well Developed in this area (Quality Review Indicator 2.2 and Danielson Domain 3d), a goal will be set and monitored throughout the 2016 school year.
- The school’s strengths in this element include:
 - a. Teacher Teams analyzing trends in reading comprehension on a weekly basis during Inquiry Cycles, which resulted in students across all grades being better able to cite textual evidence.
 - b. Teachers across all grades using a school wide tracking sheet to address the school’s identified areas of improvement, which resulted in students developing academic vocabulary and problem solving strategies.
 - c. Students self-assessing with Exit Slips and the 3-2-1 strategy (three things learned from the lesson; two most interesting details; one further wondering or inquiry about the lesson).
 - The school’s need in this element is:
 - a. Not all students are able to articulate their specific next learning steps in order for them to move to the next proficiency level.

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.

By June 2016, all teachers will move up at least one level in Danielson Domain 3d Assessment, as evidenced by the Advance rating system.

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>
<ul style="list-style-type: none"> • Professional development will be offered by Lead Teachers around frequent Checks for Understanding and student-led discussion. • 	All teachers and students	September 2015 – June 2016	Lead teachers, school leaders, and Student Council
<ul style="list-style-type: none"> • The Danielson Framework will be used as a guideline to move teachers up in proficiency rating for 3d Assessment. 	All teachers	September 2015 – June 2016	All teachers and school leaders
<ul style="list-style-type: none"> • The three finger assessment will be used, particularly for ELL’s and students with disabilities, to help students verbalize what is expected of them (criteria). 	All students	September 2015 – June 2016	All teachers
<ul style="list-style-type: none"> • Parents as Learning Partners (interactive lessons in the classrooms) will focus on students self-assessing their work against a specific criteria or rubric. 	All parents/guardians	Quarterly from October 2015 – June 2016	All teachers, school leaders, parent coordinator, and parents/guardians

Part 4 – Budget and Resource Alignment

<p>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.</p> <ul style="list-style-type: none"> • Tax Levy and Title II for teacher salaries • Title I Parent Involvement for refreshments at parent workshops • Title I Professional Development for AP salary and external professional development • Preparation schedule to reflect common planning time across all grades and subjects

- Tax Levy for supplies such as Checks for Understanding professional book
- Tuesday Inquiry sessions (Teacher Teams) focused on students' exit slips and 3-2-1 learning

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

- By January 2016, 60% of all teachers will move up at least one level in Danielson's Domain 3d, as evidenced by the Advance rating system.

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.

Although the school is Well Developed in School Culture according to the 2015 Quality Review Report, Public School 11 has an attendance rate of 93.3% for the 2013-2014 school year. In order for the school to improve student attendance, a goal will be set and monitored throughout the 2015-2016 school year, as it directly impacts formative and informative student achievement data.

Teachers are leading inquiry discussions and through their findings have discovered that poor student attendance directly impacts school-wide/classroom tracking sheets and State Test results, particularly for Individualized Education Program students.

The administration has noticed that attendance is lower on Mondays and/or Fridays, particularly for Individualized Educational Program students.

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.

By June 2016, there will be a 10% increase in the number of Individualized Education Program (IEP) students who will move to the next proficiency level on the New York State English Language Arts (ELA) and Math Exams, as a result of improved attendance.

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, Students with Interrupted Formal Education, Students in Temporary Housing) • Engaging families and supporting their understanding of Supportive Environment 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>
<ul style="list-style-type: none"> • Create incentives and positive reinforcement systems to increase attendance. For example, students with perfect attendance will be given a reward at Parent/Teacher Association meetings. 			
<ul style="list-style-type: none"> • Implement positive reinforcement such as the token system for students who attend school every day and are prompt. • Plan themed events, community speakers, and field trips including 100th Day of School, Atlas Foundation, SI Kiwanis Club, and Enrichment through the Arts on targeted days for improvement (Mondays and Fridays). 	<p>All Individual Educational Program students, K-Grade 5</p> <p>All students, Pre K-Grade 5</p>	<p>September 2015 – June 2016</p> <p>September 2015-June 2016</p>	<p>Classroom teachers</p> <p>School leaders</p>
<ul style="list-style-type: none"> • Schedule after-school programs such as test preparation, dance, sports, newspaper club, and book club. 	<p>All students K-Grade 5</p>	<p>October 2015 – June 2016</p>	<p>School leaders and after school teachers</p>
<ul style="list-style-type: none"> • Offer Academic Intervention Services (pending funding) and daily Response to Intervention in English Language Arts and Math. • Disseminate Central flyers on Autism Spectrum Disorders, parent workshops, Community Education Council flyers on Individual Education Plan workshops, and school-based parent learning opportunities • Professional development will be offered by Lead Teachers around engagement versus compliance 	<p>All students K – Grade 5</p> <p>All parents and guardians</p> <p>All staff</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Classroom and Academic Intervention Service teachers</p> <p>Parent Coordinator</p> <p>Lead teachers</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.

Tax Levy and Title II for teacher salaries

English Language Arts/Math Support for after school programs (pending funding)

Title I Parent Involvement for internal parent learning opportunities

Title I Professional Development for AP salary and external Professional Development

Preparation Schedule that reflects daily Response to Intervention

Curriculum Development funding for after school programming (pending funding)

Monthly School Leadership Team meetings

Tax Levy Data Specialist money for Data Team meetings

Tuesday Inquiry sessions (Teacher Teams) focused on the correlation between attendance and student achievement data

General School Fund for student attendance and achievement incentives

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

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

By January 2016, there will be a 5% increase in the number of IEP students moving to the next proficiency level on Measures of Student Learning.

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.
- According to the Data Team, there is 25% growth on average for students in all grades moving to Levels 3 and 4 across the school’s targeted areas for improvement (Standard 2:Main Idea, Standard 4: Vocabulary, Standard 8: Textual Evidence, and Problem Solving in mathematics), as evidenced by a school-wide tracking sheet.
- According to School Leadership Team, students in the Autism Spectrum Disorder program were the only sub group not showing movement to Levels 3 and 4 across the targeted areas.
- A newly identified area for improvement discovered by Data Team was Standard 3: Compare and Contrast. In addition, Standard 8: Textual Evidence needs to be narrowed down to the Author’s Purpose of the text.
- In order for the school to move to 30% growth on average for students in all grades moving to Levels 3 and 4 across targeted areas, a goal will be set and monitored throughout the 2016 school year.
- The school’s strengths in this element include:
- a. Teacher Teams analyzed trends and shared actionable next steps for colleagues, both vertically and horizontally, to ensure best practices school wide.
 - b. Teachers across all grades used a school wide tracking sheet to address the school’s identified areas of improvement, which resulted in students developing academic vocabulary and problem solving strategies.
 - c. The 2015 Quality Review rated the school as Well Developed in Indicator 4.2 (Teacher Teams).
- The School’s need in this element is:
- a. The students in special education, particularly within our Autism Spectrum Disorder program, are not meeting comparable levels of mastery across targeted areas.

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.

By June 2016, all special education classes will show a 10% increase in the number of students moving to levels 3 and 4 across targeted areas in English Language Arts, as evidenced by a school wide tracking sheet.

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) <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>
<ul style="list-style-type: none"> • Professional development will be offered around building fluency, acquisition of academic vocabulary, strategies for improving comprehension for struggling readers. 	Special education teachers	September 2015-June 2016	Lead teachers and school leaders
<ul style="list-style-type: none"> • Wilson Foundations literacy program will be used as part of an action plan to close the reading gap for struggling students, or build a solid foundation for beginning learners. 	Special education classes	September 2015-June 2016	All teachers and school leaders
<ul style="list-style-type: none"> • The three finger assessment will be used, particularly for English Language Learner’s and students with disabilities, to help students verbalize what is expected of them (success criteria). 	All students	September 2015-June 2016	All teachers and students
<ul style="list-style-type: none"> • Parent workshops will be held with a focus on strategies for working with struggling readers, including ELL and Special Education learners. • Specialized training will be provided around the ACE curriculum for Autism Spectrum Disorder students. 	All parents/guardians Autism Spectrum Disorder teacher	Quarterly from October 2015-June 2016 August 2015 – June 2016	All teachers, school leaders, Parent Coordinator, and parents/guardians Autism Spectrum Disorder Central Staff

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Autism Spectrum Disorder funding for Teacher and Paraprofessionals • Tax Levy and Title II for classroom teachers and paraprofessionals

- Title I Parent Involvement for family workshops
- Title I for professional development
- Summer training around the ACE curriculum for Autism Spectrum Disorder class
- Schedule Foundations on Teacher Program cards
- Tax Levy for professional books such as Checks for Understanding and for Wilson Foundations kits

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

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

By January 2016, all special education classes will show a 5% increase in the number of students moving to levels 3 and 4 across targeted areas in English Language Arts, as evidenced by a school wide tracking sheet.

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

- 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.

- Danielson ratings reflect that teacher leadership is on the rise. All teachers are Effective in this area (Domain 4e), while some teachers have the potential to be Highly Effective.
- Principal and Assistant Principal serve as coaches for new and veteran teachers. Mentor teachers provide support, as evidenced by the New Teacher Mentor System.
- Quality Review 2015 reflects Well Developed in 4.2 shared leadership.
- Lead Teachers provide professional development and open their classrooms for inter-visitation.
- More teachers need to open their classrooms to showcase areas of strength therefore a goal will be set and monitored throughout the year.

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–Effective School Leadership. 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.

By June 2016, 80% of teachers will be Highly Effective in Danielson Domain 4e Developing and Growing Professionally, as evidenced by the Advance rating system.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Principal Book Club to model for teachers how to have students lead book discussion and debate 	All Teachers	November 2015 - April 2015	Principal
<ul style="list-style-type: none"> • Professional development around school goals and the identified areas for student improvement 	All Staff	September 2015 - June 2016	Teachers and Paraprofessional
<ul style="list-style-type: none"> • Mentor Tracking System for new teacher accountability 	New Teachers	September 2015 - June 2016	Mentors
<ul style="list-style-type: none"> • Schedule and participate in Initial Planning Conferences (IPC'S), post observations, and End-of-Year Summative Conferences to reflect and refine • Involve parents in Parents as Learning Partners and enrichment activities 	All Teachers Parents	June 2015 - June 2016 October 2015 - May 2016	School Leaders and Teachers Parent Coordinator and Parents

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Tax Levy and Title II for teacher and paraprofessional salaries • Title I for parent involvement, professional development, and AP salary • Schedule common preparation periods for New Teacher Mentoring • Coverage for Teacher inter-visitations • Advance accountability system to track progress towards goal
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

By January 2016, 40% of teachers will be Highly Effective in Danielson Domain 4e Developing and Growing Professionally, as evidenced by the Advance rating system.

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.
- According to the school’s 2015 Quality Review, PS 11 is Well-Developed in communicating high expectations to families and students to form successful partnerships. Successful family partnerships result in student progress toward school-wide goals and college and career readiness.
 - Student of the Month Awards celebrate various Civic Leadership qualities at PTA Meetings. Parent attendance is excellent at these monthly celebrations.
 - One area of concern based on data from the On-line Occurrence Reporting System (OORS) is the increase of outside incidents involving parents. These outside incidents are negatively impacting students inside the school, as evidenced by OORS reports and the suspension rate.
 - The school’s assistant principal has a well-established relationship with the Teddy Atlas Foundation, District 75, and the Staten Island Kiwanis Club, which all have the potential to strengthen the home-school connection.

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.

By June 2016, there will be a 10% decrease in the number of school incidents, as evidenced by the On-line Occurrence Reporting System.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Offer parenting workshops focusing on Respect for All, positive discipline, and bullying 	Parents and Guardians	October 2015 - May 2016	Parent Coordinator and Community Based Organizations
<ul style="list-style-type: none"> • Schedule student assemblies focused on: <ul style="list-style-type: none"> * Veteran's Day & Memorial Day (Civic Leadership) * Respect for All / Safety * Bullying 	All Students	October 2015 - June 2016	All Staff, Parents and Community
<ul style="list-style-type: none"> • The school will invite parents and guardians to participate in four Parent/Teacher Conferences throughout the year, with a concerted focus on their child's progress towards meeting the standards 	All Students; Pre-K through Grade 5	September 2015 - May 2016	Teachers, School Leaders, Parent Coordinator and Parents and Guardians
<ul style="list-style-type: none"> • Develop and post bi-monthly parent newsletter to e-chalk, including but not limited to: current units of study, book titles, student achievements such as Student of the Month (citizenship) and Lead Reader • PS 11 will be working with the Theodore Atlas Foundation to begin a School Incentive Program which will focus on student accountability 	Parents and Guardians All students Pre-K through Grade 5	October 2015 - May 2016 June 2015 - June 2016	Teacher Teams and Parent Coordinator School Leaders, Parent Coordinator, and Theodore Atlas Foundation

Part 4 – Budget and Resource Alignment

<p>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.</p>
<ul style="list-style-type: none"> • Schedule parenting classes and student assemblies

- Tax Levy for e-Chalk, and Title I for parent involvement

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

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

By January 2016, there will be a 5% decrease in the number of incidents reported on the On-line Reporting System (OORS), as evidenced by the number of incident reports.

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)	State test results and school-wide tracking sheet	Fundations, Great Leaps, Imagine Learning, interactive writing, RAZ Kids, Scholastic	Small group	Daily during RTI period
Mathematics	State test results and school-wide tracking sheets	Think Central and other online Go Math! resources	Small group	Daily during math block
Science	State test	FOSS	Small group	Weekly during science periods
Social Studies	Student portfolios	Scope and Sequence and online resources	Small group	Weekly during social studies periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS reports and student suspensions	School counseling	Small group and 1:1	Weekly pull-out during the school day

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	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.
<ul style="list-style-type: none"> • School leaders, with the support of Lead teachers, engage prospective teachers in a rigorous interview process • Potential candidates model lessons for school leaders and teachers • Student teachers and substitute teachers are preferred candidates, as they participate in professional learning and inquiry sessions throughout the years • Licensing and previous performance are considered for Teacher assignments • Quality professional development is offered throughout the years, which is aligned to school goals, the chancellor's framework and instructional expectations • School leaders and mentor teachers engage new teachers in a rigorous tenure process

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).
All professional learning for school leaders, teachers and paraprofessionals is aligned to the CCSS, the chancellor's instructional expectations, and school goals. This year, there is a concerted focus on the Framework for Great Schools. Some of this PD includes Go Math!, ReadyGen, Teachers College Writing Project, ASD, ACE, Blueprint for the Arts, STEM, positive behavior interventions and Therapeutic Crisis Intervention.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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Part 4: SWP Schools Only

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

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

- The majority of PS 11 Kindergarten students transition from the school’s two full-time Pre- Kindergarten programs
- Any child coming from an external Community Based Organization attends the same orientation that PS 11 parents attend
- Pre-Kindergarten and Kindergarten Open Houses takes place yearly
- Pre-Kindergarten and Kindergarten teachers create and disseminate a specialized brochure capturing the instructional program, parent support, internal and external resources, e-Chalk website, and other school information
- Each June, incoming Pre-K and K receive a school packet welcoming parents and their children to the school. Packet includes truncated schedule for the first few days of school, supply lists, and Things to do in the Summer to Prepare the Children for Pre K/K
- Parent Coordinator and school leaders work collaboratively with the teachers regarding above steps
- Parent Coordinator disseminates Central-based and local-based flyers for parent workshops
- School Messenger system is used to remind parents about the school’s programs
- School Secretary personally invites each Pre-Kindergarten and Kindergarten parent and guardian for registration
- The school uses Splash Into Pre-K, ReadyGen, and Go Math!, all aligned to the Common Core
- All center-based activities and thematic units are aligned to the Pre-K standards and Common Core
- A part-time social worker is assigned to the school for Pre-K. She offers student support services and parent workshops around the Common Core and socialization

- Special Education services are offered as early interventions (i.e.: SEIT)
- PS 11 collaborates with Head Start and other CBO's regarding above steps
- All PS 11 teachers are Highly Qualified. Pre-K teachers hold Early Childhood licenses
- Principal has served as Early Childhood Specialist and offers teachers, students, and parents resources such as specialized field trips, school-wide enrichment, center-based activity ideas, inter-visitations, visitations to other schools, Early Childhood family/child workshops, and health and wellness tips

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.

- All teachers lead weekly inquiry sessions to analyze student work samples and refine curriculum, accordingly
- Teacher Teams lead professional learning around the school goals, the chancellor's instructional expectations, and the Framework
- Work Sampling was chosen by Pre-Kindergarten teachers as an assessment
- The PD Team, jointly selected by the UFT and principal, chooses Measures of Student Learning yearly
- Data Team meets weekly to review school-wide tracking sheets (school's identified standards for improvement)
- PD Team meets quarterly to review inquiry data and Data Team tracking sheets to refine the school's instructional program, accordingly. The Team offers professional learning around the refined curricula
- Pre-K social worker and teachers participated in shared decision-making around next year's Explore assessment
- School Leadership formulates all school goals around needs assessments and student achievement data
- Teachers requested to utilize the DRA reading assessment in light of the fact that the TC reading assessment was not aligned to student progress on the State Exams. The DRA provides the school with a much clearer picture of where students are as independent readers
- Teachers requested to pilot the Go Math! program in 2009, which is now school-wide. The impact to date is Level 4 school-wide data in mathematics on the School Quality Snapshot
- The 2014-2015 school goal of improving in Danielson Domain 3d Assessment stems from teacher feedback

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	140,984.00	x	11,13,15,17 & 19
Title II, Part A	Federal	36,980.00	X	11, 13, 15, & 17
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,678,000.00	x	11,13,15,17 & 19

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)

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)

Public School 11 , 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 31	Borough Staten Island	School Number 011
School Name The Thomas Dongan School		

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 Erica Mattera	Assistant Principal John Ferrannini
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Patricia Perino/ENL teacher	School Counselor
Teacher/Subject Area Dara Cowhig/First Grade	Parent Haozija Djonbalic
Teacher/Subject Area	Parent Coordinator Karen Gubnitsky
Related-Service Provider SusanRosch/SETTS	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	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	245	Total number of ELLs	36	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	36	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	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	27	0	4	9	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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: _____
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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	4	2	5	3	2	1								0
Chinese				1	1									0
Russian			1											0
Bengali														0
Urdu		1	1	1		1								0
Arabic	1	2	1											0
Haitian														0
French														0
Korean														0
Punjabi		1												0
Polish	1													0
Albanian	1		2			1								0
Other Hindi		1	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)		1	3	1										0
Emerging (Low Intermediate)	1	1	4		1									0
Transitioning (High Intermediate)	1	1		1										0
Expanding (Advanced)	5	4	3	1		2								0
Commanding (Proficient)			1	2	2	1								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	0	0								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	2	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	2	0	0	0
5	2	0	0	0	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	1		1						0
4	3		1						0
5	1		1						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					4				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 DRA three times a year to assess early literacy skills. Students are tested during September/October, January and May/June. DRA components include accuracy, fluency, comprehension and retelling. This data drives instruction and is used to analyze student's strengths and weaknesses. This data is also used to form groups for differentiation. Our schools instructional focus is to deepen reading comprehension in ELA, math, science, social studies, and the arts through daily reading and writing activities. The data shows how the ELL's reading levels are compared to English proficient students in their class and on each grade level. This information helps inform our school's instructional planning by showing which subject and skills area needs reinforcement, are progressing satisfactorily, or need enrichment. The results of the students' new assessment (DRA) will determine the teacher's plan of instruction. DRA data is used to drive instruction, push academic language, build stamina and lexile. For example, 3 out of 7 first grade ELLs are currently one or two reading levels below the benchmark. Two of the 3 first grade ELLs are emerging and one of the first grade ELLs is transitioning. This data will help the ENL teacher as well as the classroom teacher to form differentiated groups and guided reading groups.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students who score proficient/commanding on the NYSITELL do well as English Language Learners throughout the grades in all subject areas. If a kindergarten student is on a beginner/entering level on the NYSITELL it will take two years to be on level with his classmates. If a beginner does well on the Spanish LAB, he may quickly learn English and might even test out in the spring of grade one. Many students need to progress through the beginning/entering, low intermediate/emerging, intermediate/transitioning, advanced levels on the NYSESLAT before reaching proficient/commanding level. Those students who do reach the proficient/commanding level will continue to receive ENL for 90 minutes for two years. If a student is on the advanced/expanding level, he can do as well as English proficient students in math and science. Once an ELL reaches proficiency, he performs as Native English speakers in reading, math and science. NYSESLAT data shows that 3 out of 24 ELLs who took the NYSESLAT in spring 2015 scored commanding. 13 out of 24 ELLs who took the NYSESLAT either improved or stayed at the same level. This year we have had an influx of ELLs. NYSITELL results data show we have 5 out of 12 students who are Entering, all which recently moved from their home country. 1 out of 12 new students who scored emerging, 1 out of 12 students who scored transitioning, 5 out of 12 newcomers

scored expanding. Our newcomers are in different grades. Classroom teachers and ENL teacher will use this data to drive instruction. For example, newcomers who are entering will be exposed on a daily basis to visuals.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data yielded from the AMAO tool can be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/ or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. The ENL teacher can also create custom categories. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and color-codes them accordingly. The tool can be used to identify trends within grades and proficiency levels. We use the AMAO tool to target ELL sub-populations. The ENL teacher uses the "Advanced Early Warning Indicators" to identify known risk factors. This enables us to target interventions for our ELLs who are at-risk before reaching a more critical level.

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?

There are patterns across proficiencies and grades. All exams except for the Spanish LAB are taken in English. Students in grades 3 - 5 are given a copy of the state math exams in their native language if available along with the English copy. Fourth graders taking the state science exam are given the test in English and get a copy of the exam in their native language if available. Students who become proficient in English (determined by the NYSESLAT) are given the math and science state exam in English and their home language if available for two years after they score proficient on the NYSESLAT. Our school does not give the ELL Periodic Assessment. Alternate assessments such as MOSL (k-2), DRA benchmarks and informal assessments are also used to help teachers drive instruction and differentiate. Curriculum based teacher made tests are another assessment we use. Four ELLs took the science state exam in the spring of 2015 and all four students scored a 3 on this exam. One fourth grader went from a 2.00 on the ELA to a 3.52 on the ELA showing exceptional progress. Another fourth grader went from a 1.97 to a 2.03 on the ELA showing progress as well.

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](#).]

Any ELL who scores below standards on the ELA is provided services to further support the student. We take into consideration English and home language literacy, content area teacher recommendation, parent or guardian request, sample of student work in English and, if possible, in the home language and several other factors. We use the MONDO program as a response to intervention program. Students take an oral language assessment in the beginning of the school year and the data from that assessment helps the classroom teacher as well as the ENL group students and plan for instruction. As one of our school goals is improving academic language the oral language component of MONDO will aid us in achieving this goal. Great Leaps, Text Talk and Imagine Learning are other programs that are being used during RTI and AIS for ELLs.

6. How do you make sure that a student's new language development is considered in instructional decisions?
P.S. 11 gives ELLs many opportunities for second language development through the use of multi-cultural books and native language glossaries. Twenty-five percent of the ENL program is instructionally designed to incorporate the ELLs native language. The ENL teacher offers professional development to the staff and turnkeys information from professional developments she attends. The ENL teacher also collaborates on home grown curriculum units of study to support ELLs. Teacher teams meet weekly to conduct inquiry. The ENL teacher acts as a mentor and takes part in regular inter-visitations within our school. Also, the ENL teacher provided staff with a list of ENL strategies which can be implemented into any lesson such as using visuals and scaffolding.

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 offer a dual language program at this time.

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

We look at NYSESLAT scores as well as ELLs scores on the ELA, Math and Science state exams. We look at the raw scores for each modality of the NYSESLAT and compare one year to the next. We look for common trends to help us make future instructional plans. We use the School Quality Guide to look at closing the achievement gap among ELLs. The 2013-2014 School Quality Guide shows ELLs had an 8.3% increase in closing the achievement gap. We are meeting the target since our school results were 50%. The 2014-2015 school year results are 58.3 which shows we are right under the exceeding target of 59.0.

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.
Patty Perino, ENL teacher, is responsible for following the steps of the initial identification of ELLs. P.S. 11 administers the Home Language Identification Survey (HLIS) to determine the student's home language which includes an interview with the student and parent to determine the student's home language. Parents are provided the HLIS in English and their home language if they choose they would like the HLIS in their home language. The NYCDOE Translation & Interpretation Unit may be used during the interview process. The interview is conducted in English and/or the parent's preferred language of communication. The interview is conducted by the ENL teacher or a trained pedagogue such as the principal, Erica Mattera. A student is considered to have a home language other than English when at least one question on part 1 (questions 1-4) of the HLIS indicates that the student uses a language other than English and 2 questions on part 2 (questions 5-8) of the HLIS indicates that the student uses a language other than English and the interview with the parent and student indicates a language other than English. The home language of the student is determined by a combination of the interviews with parent and student and the responses to the HLIS. If the student's home language is English, the ELL identification process terminates at this step. If the student's home language is not English, the ELL Identification Process continues. For those students whose home language is not English, the ENL teacher administes a more in depth interview with the student, review the students school work if available and review the IEP if applicable in order to determine NYSITELL eligibility. Students who are eligible to take the NYSITELL are given this exam no later than 10 days after initial enrollment. The answer documents are scanned through ATS immediately upon administration. The RLCB scan report from ATS is then printed out providing the students' proficiency levels. Students whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on the NYSITELL results must be administered the Spanish LAB within 10 days of enrollment. After the Spanish LAB is administered the answer documents are scanned into ATS immediately after administration. The results of the Spanish LAB are used to support P.S. 11 in instructional planning.
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).
From 30 days of enrollment initial SIFE determination must be made. The LENS questionnaire and student work would be analyzed to determine if the student is SIFE. A SIFE student can be a student with an interruption of services due to the fact that they move out of NYS and are no longer getting ENL services and then the student re-enrolls in the school. A SIFE student can also be a student who has attended school in the United States for less than twelve months and are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States. When the SIFE student is performing at or above the transitioning /intermediate level the student's status as a student with inconsistent or interrupted formal education is removed. The student may continue to be identified as an ELL.
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).
NYSITELL eligibility for students entering school with IEPs, from within the United States, must be based on the determination of the Language Proficiency Team (LPT). The LPT members consist of a school administrator, ENL teacher, Director of special education, the student's parent or guardian and a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. The LPT team members at P.S. 11 are: John Ferrannini (assistant principal), Susan Rosch (director of special education- SETSS/IEP), Patricia Perino (ENL teacher), student's parent or guardian, and a qualified interpreter or translator if needed in the parent's preferred language. The LPT members will determine whether the student should take the NYSITELL. The team will consider the student's English language development, the student's history of language use in the school or home community, the results of the individual evaluation (CR PART 200.4(b)(6)), information provided by the CSE about the student's disability and if it is a factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have language acquisition needs, the student will be administered the NYSITELL. If the LPT determines that the student does not have language acquisition needs and should not be administered the NYSITELL, the recommendation is sent to the principal for review. The principal will then either accept or reject the recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the student must be administered the NYSITELL immediately. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is then sent to the superintendent or superintendent's designee for a final decision. The parent or guardian must be notified within 3 school days of the decision in the parent/guardian's preferred language. The superintendent makes the final decision.
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.

Within five school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. Entitlement and non-entitlement letters are sent home in the child's backpack. Parents sign the letter as acknowledgement of the child's ELL status. The ENL teacher ensures that the entitlement and non-entitlement letters are sent home within five school days after the NYSITELL is scanned and scored is determined. If needed the parent coordinator assists in helping the ENL teacher ensuring all parent notification letters are returned.

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).

The re-identification process allows schools, parent, 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. This process may be utilized for students who have a home language other than English and are ELLs and non ELLs. Our school would initiate this process upon written request from either a student's parent or guardian, a students' teacher or a student of 18 years of age or older. Parents would be notified of this process by written and oral communication. All notifications and relevant documents are kept in the student's cumulative folder.

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.

P.S. 11 notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations, in the parents' preferred languages within the first ten days of the student registering. We inform parents of the three instructional models available in New York City regardless of whether the preferred model is currently offered in the school. The three program choices are: Transitional Bilingual, Dual Language and English as a New Language. The Parent Orientation is held within the first ten days of enrollment. Our parent orientation was held on September 28, 2015 at 8:45am. Parents are made aware they can choose any of the three programs. During the Parent Orientation, the parents watch the video provided by the NYCDOE in their preferred language, this video explains the transitional bilingual education program, dual language program, and the freestanding ENL program. Parents are also given literature with information regarding the three programs. Bilingual program is the default placement when a parent survey is not returned. If a TBE /DL program is to become available parents would be notified by a letter home and a phone call home in their preferred language. The parent survey/selection forms are kept on file in the ENL room where the ENL teacher periodically checks to see if the parent's choices would result in us opening a TBE/DL class. Mrs. Perino, the ENL teacher facilitates the parent orientation where all three programs are explained. Transitional Bilingual Education Program includes: an ENL component designed to develop skills in listening, speaking, reading, and writing in English; a minimum of 2 content area courses/subjects in the home language and English at the entering and emerging levels; a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture; all of the students in a TBE program share the same home language. A Dual Language program consists of: an ENL component designed to develop skills in listening, speaking, reading, and writing in English; all content-area courses/subjects are taught in the home language and English; a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture; 50% of the students are ELLs of the same home language, 50% of the students are not ELLs (former ELLs or never ELLs). English as a new Language consists of: stand-alone ENL which is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction; integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum numbers of units of integrated ENL. ENL can be delivered in the push-in model, pull-out model and self-contained model.

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.

The ENL teacher sends home entitlement letters, parent surveys and program selection forms in students' backpacks. Parents also have an opportunity to fill out all of these forms at the parent orientation. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR PART 154. The ENL teacher and parent coordinator also make phone calls home if necessary. All the children who are administered the NYSITELL are sent home with letters in their native language telling the parents if they are or are not entitled to services. The ENL teacher is responsible for the distribution, collection and storage of entitlement letters, parent survey and Program Selection forms. Within the first 10 days of school, entitlement letters are sent home based on the NYSITELL scores are continuation of services letters are sent home based on the scores of the NYSESLAT. The entitlement letters must be signed by the parents and returned to the school. The entitlement letters, non-entitlement letters, continuation of services letters, parent survey and selection forms are all kept in the ENL room in a binder along with a copy of the HLIS. Another copy of the HLIS is kept in the main office for entitled students and the original HLIS is kept in the student's cum file. Parent program choice is monitored through the binder the ENL teacher keeps in the ENL room where the ENL teacher periodically surveys the data.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every effort is made to ensure parents complete the Parent Survey and Program Selection Form. Outreach attempts are tracked and maintained at our school. The ENL teacher and Parent Coordinator both attempt to reach the parent. While waiting for a parent to complete the form, our school would place the student in a bilingual class if available or provide ENL services based on the student's proficiency level. Parent choice is recorded in the ELPC screen. If the parent does not return the survey within 18 school calendar days we will select "parent did not return the survey." Then a placement letter is sent home in the parents' preferred language indicating the program in which the child has been placed.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined the ENL teacher sends home a placement letter in the parent's preferred language indicating the program in which their child has been placed. The ENL teacher and parent coordinator follow up with the parents to ensure they are aware of their child's placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL teacher keeps a binder consisting of dated and signed copies of each student's : home language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs) and continued entitlement letter for continuing ELLs. ALL files are kept for seven years after the student graduates from P.S. 11.
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. The ENL teacher administers the speaking section of the NYSESLAT where a licensed pedagogue is present to score the student's responses according to the rubric provided. The ENL teacher then administers session 1, session 2 and session 3 of the NYSESLAT according to grade bands. Students who have an IEP get their appropriate accommodations. A schedule for testing is set up several weeks before the NYSESLAT so teachers know when the ELLs in their classroom will be picked up for testing. Parents receive a letter stating the dates of the NYSESLAT with a tear off the parent must sign off on acknowledging their child will take the NYSESLAT and when their child will take the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are sent home in the parent's preferred language within ten days of the school year. The ENL teacher will use the RLAT as the means of student continuation of services as the RLAT will show student scores from the NYSESLAT. Parents must sign off on the letter as acknowledgement of their child's services. The ENL teacher and parent coordinator will ensure parents receive the appropriate letter in written and oral communication if necessary.
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).
According to the Parent Survey and Program Selection forms for the past three years, all parents have selected Freestanding ENL as the first choice for their children. All Parent Survey and Program Selection forms are kept on file in a binder in the ENL classroom. In the future, if we have parents who choose a program other than ENL, we will continue to keep parent surveys and program selection forms on file for review in the event we would need to have a dual language or TBE class opened.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

All ELLs who are in the same grade are placed in the same class with exception for our ELLs in 12:1:1 classes. Beginner/Entering ELLs receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA; Low Intermediate/Emerging ELLs receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA; Intermediate/Transitioning ELLs receive 90 minutes of standalone ENL and 90 minutes of integrated ENL/ELA; Advanced/Expanding ELLs receive 180 minutes of integrated ENL/ELA or other content area. P.S. 11 has a heterogeneous mix of proficiency levels in one class. The ENL teacher pushes in and pushes out of ELLs classrooms depending on their mandates. Stand-alone English as a new language is an ENL delivery model in which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction. Integrated ENL is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers. Again, ELLs are grouped according to their grade (age) and are of mixed proficiency levels within the classroom and ENL classroom.
 - b. TBE program. *If applicable.*

We do not have a TBE program at this time.
 - c. DL program. *If applicable.*

We do not have a DL program at this time.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

An entering ENL student will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. An Emerging ELL will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. A transitioning ELL will receive 90 minutes of standalone ENL and 90 minutes of integrated ENL/ELA. An expanding ELL will receive 180 minutes of integrated ENL/ELA or other content area. A commanding ELL will receive 90 minutes of integrated ENL/ELA or other content area. The ENL teacher provides standalone ENL minutes and integrated minutes. Student programs can be found in STARS. The school's administration ensures that ELLs receive the mandated number of instructional minutes according to proficiency levels. The ENL teacher's program card also reflects the mandated number of instructional minutes for all ELLs.
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.

Reading, Math, Writing, Science and Social Studies are delivered in the ENL model. Pictures, manipulatives, graphic organizers, listening program (Leap Frog) are some of the tools used to meet the standards. Sets of National Geographic books and monthly magazines bring science and social studies to life as well as visuals and technology. Students have access to dictionaries in English and in their home language. We also have trade books in the students' home languages. Learning takes place through teacher modeling, individually, with partners and within small groups. ESL strategies and methodologies are employed and the Instructional Bottom Lines are met. Scaffolding is used by all teachers at P.S. 11 including classroom teachers, science teacher, social studies teacher and teachers of ELA and Math. Instruction takes place in English. We also foster a multi-sensory approach to teaching at P.S. 11. The ENL teacher and several other teachers will be trained in Orton Gillingham this November. Our school uses a variety of programs which foster language development and meet the demands of the Common Core Learning Standards. Some of the programs we use are: ReadyGen, GO Math, Mondo, Great Leaps, Text Talk, Wilson, and Raz Kids.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are appropriately evaluated in their native language. Each parent receives the HLIS survey in their native language. If there is a need, the Translation and Interpretation Unit is contacted for assistance. The School Based Support Team also ensures that students are evaluated in their home language throughout the year. Our testing coordinator ensures ELLs and former ELLs receive a copy of the Math state test in their home language. ELLs in K-2 will also be given a copy of the MOSL in their home language. We are considering using screeners in the future as well. Possibly a paraprofessional who speaks the student's native language would be used as a screener.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. The ENL teacher incorporates listening, speaking, reading and writing in lesson plans throughout the year. The ENL teacher uses a tracking sheet to maintain students progress. All ELLs take the NYSESLAT which contains all four modalities. The ENL teacher speaks with the classroom teachers on a daily basis regarding student's needs. At times the ENL teacher and the classroom teacher plan lessons together to ensure all four modalities are addressed in the regular classroom as well as the ENL classroom. ELLs take formal

assessments such as the NYSITELL, NYSESLAT, ELA (grades3-5), Math (grades3-5) and Science state exam (grade 4). Students in grades K-2 take the MOSL in ELA and Math. Informal assessments are given frequently. DRA is used as an informal assessment in all grades. The ENL teacher uses tracking sheets on a daily basis as a tool to analyze student progress verbally and in written form. Ells are appropriately evaluated throughout the year in all four modalities by the use of teacher-made assessments, MOSL, Mondo assessment sheets, Raz-kids, great leaps, text talk and DRA. The classroom teacher and ENL teacher collaborate to form assessments as well. We use the RMSR report to adjust our teaching in respect to the student's needs in all four modalities.

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

We do not have any SIFE students at this time. When a newcomer enters our school, he is placed on grade level and seated next to a classmate who speaks the same language if possible. In ENL class, a newcomer will be grouped with students on his grade and the ENL teacher will differentiate instruction for the newcomer as well as the other students. The newcomer is taught skills and strategies to help him understand and develop language and prepare the student for the ELA test. Most ELLs who have received services from 4- 6 years have developed their listening and speaking skills. They are usually delayed in reading and have difficulty with writing. Reading and writing skills are practiced daily. Vocabulary is stressed during every academic lesson and activity. We do not have any long term ELLs. Former ELLs receive 90 minutes of ENL/ELA integration or othe content area for two years after they score proficient/commanding on the NYSESLAT. The commanding ELLs also receive accomodations such as time and a half on state exams for two years. Long Term ELLs are ELLs who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for 7 or more continuously enrolled school years in the United States. Long Term ELLs instruction is differentiated to fit their academic needs with a focus on developing academic language.

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.

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 the student may have been adversely affected by the determination, the principal must provide additional support services to the students as defined in CR PART 154-2.3(J) and may reverse the determination within this same 6 to 12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

All of the teachers at P.S. 11 have access to the MONDO program which consists of oral language and guided reading sets. The students work individually, in pairs, in small groups and whole groups when it is educationally beneficial. Oral language is always encouraged and meaningful discussion using academic language is a priority in every classroom. Books on each child's reading level are employed. This includes many non-fiction books that teach our students social studies and science. National geographic books and magazines are used to expose our students to social studies and science. P.S. 11 also purchased Imagine Learning accounts which our ENL students use. Math is taught using manipulatives. Scaffolding and ENL methodologies are always employed. All classroom teachers and all service providers read the IEP's of their children. The ENL teacher reads the IEP's of her students so she can provide appropriate instruction.

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?

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

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

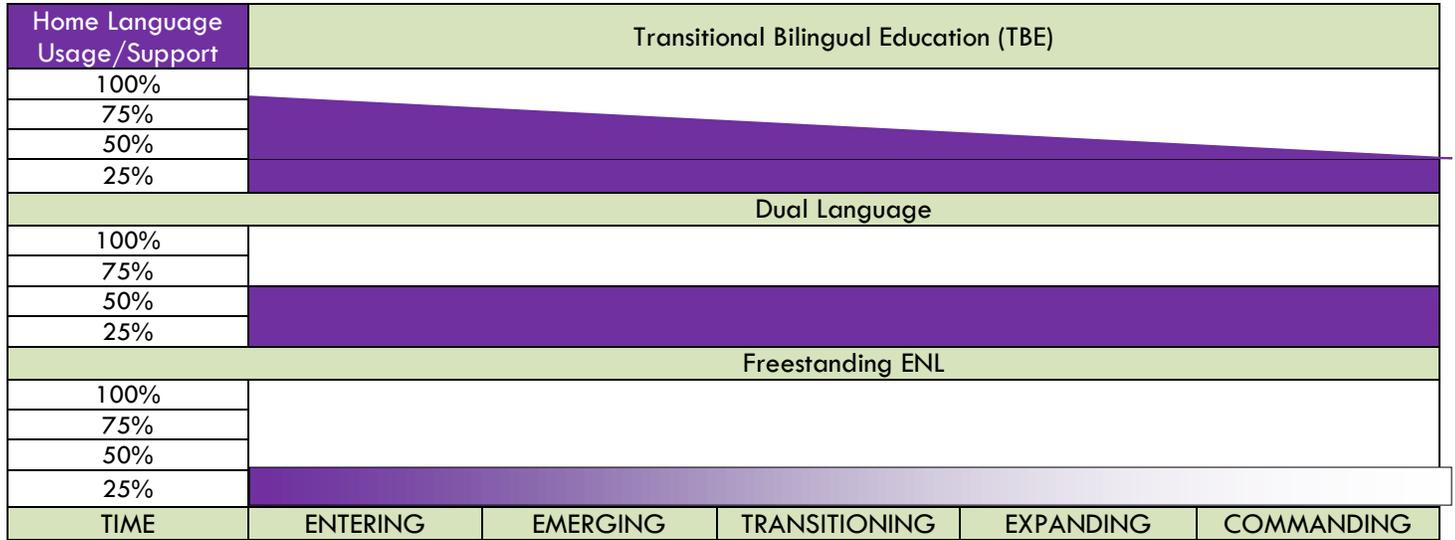


*Note: “other approved services” does not apply to New York City at this time.

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. All ELLs participate in RTI (Response To Intervention) each day. Newcomers learn basic language skills. Other proficiency levels have enrichment activities such as cooking and art/literacy. Some of the intervention services P.S. 11 offers are: Text Talk, MONDO, Imagine Learning and Great Leaps. These programs are offered in English. We target ELLs who are below reading level according to DRA data. P.S. 11 has an AIS math specialist on staff who takes small groups to work on the students weaknesses. ELLs take part in this program. P.S. 11 also offers Parents as Arts Partners where parent and child can work on an art project together. P.S. 11 also offers programs in ELA and Math after school.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is effective. The majority of our ELLs are in the lower grades showing that our ELLs become proficient in a timely manner. We also use DRA, checklists, informal tests and tracking sheets to monitor our current program. The NYSESLAT is the formal data we look at to assess our program as well. By looking at the data and seeing the children progressing among proficiency levels we know our program is successful. Data is reviewed daily. All teachers are teachers of ELLs. Classroom teachers and the ENL teacher take part in team teaching as well as inquiry, curriculum development, inter-visitations and ongoing professional developments. Curriculum is adapted for our ELL population with teachers using many strategies to assist ELLs. For example, first grade teachers recently updated their curriculum maps to add in more graphic organizers and visuals for their ELLs. Last year 4 ELLs took the Science state exam and all 4 ELLs received a level 3.
12. What new programs or improvements will be considered for the upcoming school year?

We will be following mandates for the new ENL programming. Our school will continue to use READYGEN, Go Math, Dra , Mondo and imagine learning. Classroom teachers will continue to use their units of study.
13. What programs/services for ELLs will be discontinued and why?

There are no ENL programs/ services being discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs. When a notice is sent home for any extra programs within the school all students receive the notice. Blackboard phone messaging is also used to inform parents of school programs being offered. Blackboard phone messaging will give the parent the message in their home language (what is listed in ATS). Students then return the notice to school if they wish to join the program. The parent coordinator (Karen Gubnitsky) also has notices translated in the preferred language of the parent. Enrollment is on a first come basis. Several programs being offered this year so far are hip hop dance, tap dance, and book club. There are 2 ELLs in the hip hop program, 4 ELLs in the tap program and 2 ELLs in the book club program currently.
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.

The newcomers are provided with phonics based programs such as Explode the Code. Many sets of social studies and science books are used, including National Geographic, on all levels. The National Geographic magazine is used on a monthly basis. National Geographic science kits are provided to integrate literacy and science. The children improve their listening skills with the support of the Leap Frog program. Many manipulatives are available to support the ENL program for students in grades K-5. There is a smartboard in the ENL classroom which is used on a daily basis. Technology used to support ELLs include: smartboard, leapfrog videos, books on tape, raz kids, starfall website, brain pop website, music (phonics songs), and LeapPad Learning System. ELLs are also exposed to ReadyGen, GO Math (English and Spanish), Sadlier Phonics, Vocabulary Workbooks, NYSESLAT test prep books , and Mondo. Our science teachers uses FOSS. Our Social Studies teacher follows New York State Social Studies Scope and Sequence to plan her instruction. Our art teacher uses the blueprint for the Arts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in our ENL program through the use of reading books and various language glossaries. The Translation Unit is used if necessary. The ENL program provides students with a minimum of 25% of learning in their home language. The ENL classroom has a multi-cultural library and dictionaries in students home language. Dictionaries in ELLs home languages are in all classrooms. Our curriculum maps list supports for ELLs. The ENL teacher models strategies for classroom teachers.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The support services correspond to the ELLs at all ages and in all grades. Teaching is based on the Common Core Standards and is coordinated with the classroom teacher. The ENL teacher meets with administration to review programming. Time is allotted for co-planning on a regular basis at P.S. 11. All teachers collaborate and share through teacher teams and inquiry. ELLs are grouped according to their grade level (age). The ENL teacher may service students in two consecutive grades simultaneously (i.e. grades 1 and 2 or grades 4 and 5).

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).

Our Pre-K flyer is translated in multi-languages. P.S. 11 offers a Pre-K showcase where new parents can meet the teachers, visit the classroom, and take part in a question and answer session. In the spring each year, P.S. 11 offers a Meet and Greet of the entire school where any parent can attend. Parents and students take a tour of P.S. 11 at this time. We are hoping to implement a program where newly enrolled ELLs come in before the beginning of the school year to participate in a fun activity. Throughout the year ELLs take part in Kindergarten/Fifth grade Buddies, special assemblies and Writer's Celebrations. The ENL teacher, classroom teacher of ELLs and the parent coordinator are involved in these activities.

19. What language electives are offered to ELLs?

Language electives are not offered at P.S. 11.

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)?

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

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.)

The ENL teacher is provided with ELL professional development through district 31 and the OELL. The ENL teacher also frequently checks the monthly calendar of professional development being offered through the borough field office. The ENL teacher also takes part in out of school visitation. The ENL teacher models lessons for teachers of ELLs throughout the school year. The ENL teacher is given time to talk at faculty conferences and during professional development time on Monday afternoons and during Inquiry time on Tuesday afternoons. Our school secretary and parent coordinator also attend workshops related to ELLs. The ENL teacher took part in professional development on October 13, 2015 entitled "Instructional Implications of the New Service Delivery for English Language Learners. Currently the ENL teacher is signed up for "Emerging Teacher Training" on October 28, 2015; Oral Language development with Thinking Routines on November 3, 2015; Orton Gillingham Comprehensive Training on November 16- 19, 2015. All Professional development is turn-keyed to all staff including classroom teachers, paraprofessionals, guidance counselors and service providers. The assistant principal attended professional development on July 23, 2015 entitled "Language Allocation Policy 2015: Implementing CR Part 154.2 and 154.3" presented by Nilda Kraft.
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?

The ENL teacher consults the DOE website and the Borough Field Support Center website for upcoming professional developments and the principal sends e-mails to the ENL teacher regarding any professional development being offered in supporting ELLs as they engage in the Common Core Learning Standards. All professional developments are common core aligned. The ENL teacher attended professional development on October 13, 2015 entitled "Instructional Implications of the New Service Delivery for English Language Learners." The ENL teacher is scheduled to attend "Emerging Teacher" training on October 28, 2015; "Oral Language Development with Thinking Routines" on November 3, 2015; Orton Gillingham Comprehensive Training on November 16 - 19, 2015. All professional development will be shared with all staff. All teachers take part in professional development on Monday afternoons.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As ELLs transition from elementary to middle school, students are given a middle school guide (translations provided DOE website), scheduled visits for students to I.S. 2 and I.S. 2 visiting P.S. 11. Translation services are always provided if needed. Our guidance counselor assists all students including ELLs as they transition from elementary to middle school. All professional development that is attended by the ENL teacher is turn-keyed to our guidance counselor. Our guidance counselor is split between P.S. 11 and P.S. 1.
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.

Agendas from professional development are kept in binders for all of the staff at P.S. 11. The administration also has a file with all of our teachers professional developments attended and professional development plans. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 is 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 receives ELL-specific professional development through the DOE. Our school secretary, Catherine Howe keeps logs on all professional developments attended by all staff. For all bilingual and English as a new language 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 received professional development on October 13, 2015 entitled, "Instructional Implications of the New Service Delivery for English Language Learners". Future professional developments that the ENL teacher is scheduled to attend include: "Emerging Teacher" on October 28, 2015; "Oral Language Development with Thinking Routines" on November 3, 2015 and Orton Gillingham Comprehensive Training on November 16 - 19, 2015.

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?

Our school provides annual individual meeting with parents of ELLs on Tuesday afternoons with the ENL teacher during parent engagement time. These meetings are on an individual basis. The ENL teacher discusses with the parent/guardian the goals of the program, language development progress, language proficiency assessment results and the language development needs in all content areas. A translator is provided if necessary or at a parent's request.

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. At P.S. 11 parents are welcomed and encouraged to become active partners in their child's academic, emotional and social growth. Karen Gubnitsky, the parent coordinator, is available to provide outreach to parents and guardians through newsletters, monthly calendars, the school website, and other literature. The DOE translation unit is utilized for documents, literature, notices and phone translations. The parent coordinator works collaboratively with all administration, teachers, student support personnel, and staff to engage and educate our families in order for them to support their child's academic needs on a daily basis. The entire school community supports our ELL parents. The Council on Arts and Humanities (COAHSI) and Sundog Theaters partner with the school for an after school Newspaper Club. The Huttner-Pasqualini Post fosters patriotism and helps build school spirit throughout the year at special assemblies. Parents also take part in Parents as Learning Partners, special assemblies, Parents As Art Partners and Writer's Celebrations throughout the school year. All classroom teachers are aware of the translation services that the DOE provides. Classroom teachers, ENL teacher and other staff members use translation services for oral or written translations. ELL parents are offered specific trainings throughout the year such as: IEP, helping your child get ready for the NYSESLAT, dial a teacher, ENL strategies parents can use to help their child (we provide graphic organizers and sample questions parents can use to help their child with comprehension).
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has a program with Parents as Art Partners where students and their parents work together. Our parent coordinator, Karen Gubnitsky informs ELL parents of all workshops within the DOE and within our community such as our local library. We provide interpreters at parents request.
5. How do you evaluate the needs of the parents? The needs of parents is discussed at PTA meetings and within outreach by the parent coordinator. Workshops are available to educate and support all members in our school community. When the ENL teacher meets with parents during parent teacher conferences and during parent engagement (individual basis) the ENL teacher also asks the parents if they are interested in attending workshops and what topics they would like addressed at these workshops. After Parents as Learning Partners, the administration and parent coordinator have a debriefing session with the parents. We use the parent survey, interview with parent upon registering their child to assist us in evaluating parents needs. HLIS is used as well in terms of the oral and written language the parent prefers to be contacted in. The parent coordinator reaches out to all parents in regards to workshops they feel would benefit them.
6. How do your parental involvement activities address the needs of the parents? Our parent involvement activities address the needs of the parents. Parents as Art Partners is an activity where some ELL parents and their children join and work together weekly. Our ELL parents love to watch their children learn and that is one reason why our has Parents as Learning Partners and Writer's Celebrations. Parents are provided with workshops at P.S. 11 and the parent coordinator provides parents with information on outside workshops/programs within other agencies that may be beneficial to them. The parent coordinator provides translated notices/ monthly calendar to parents. Parent coordinator updates the school website regularly to inform parents of workshops.

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.

This is the answer to question 2 under Parental Involvement section (there was no spot for this answer in that section)

Mrs. Perino, the ENL teacher will meet individually 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 should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures. These meetings will be held on Tuesday afternoons during the parent engagement time.

Part VI: LAP Assurances

School Name: The Thomas Dongan School

School DBN: 31R011

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)
Erica Mattera	Principal		10/28/15
John Ferrannini	Assistant Principal		10/28/15
Karen Gubnitsky	Parent Coordinator		10/28/15
Patricia Perino	ENL/Bilingual Teacher		10/28/15
Haozija Djonbalic	Parent		10/28/15
Dara Cowhig/First Grade	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Susan Rosch	Other <u>SETTS/Testing</u>		10/28/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R011**

School Name: **P.S. 11 Thomas Dongan School**

Superintendent: **Anthony Lodico**

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.learnndoe.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.

P.S. 11 assesses language preferences of the parent community for both written and oral communication through the use of the Home Language Identification Survey (HLIS), specifically Part III. Part III of the HLIS asks the parents to respond to two questions about the parents preferred language for communication. The two questions are as follows: In what language would you like to receive written information from the school? and In what language would you prefer to communicate orally with school staff? We also use emergency contact cards which asks the parent which language they prefer to be contacted in for both written and oral communication. The ENL teacher also sends home a notice to parents asking which language parents prefer to be contacted in for both written and oral communication.

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.

The majority of our parents prefer written and oral communication in English. We have nine parents whose preferred written language is Spanish and eight parents whose preferred oral communication is Spanish. One parent prefers written communication in Arabic and two parents prefer oral communication in Arabic. RAPL ATS report is used as well to analyze parents preferred language.

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.)

P.S. 11 typically disseminates the monthly calendar in English and Spanish, annual handbooks, parent-teacher conference announcements, New York State testing dates and other general notices. The Translation Unit is used for such translations. Entitlement letters, non-entitlement letters, continuation of service letters and HLIS are also available in the parent's preferred language.

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.

During face to face meetings such as parent orientations, parent teacher conferences(four times a year) and during parent engagement time on Tuesday afternoons. Parents of ELLs will get the opportunity to meet with the ENL teacher one time a year besides the regular Parent Teacher Conference on an individual basis. Other interactions with parents are: Parents As Learning Partners (monthly), Parents as Art Partners, Writer's Celebrations, Potential Holdover meetings(usually one meeting for this) and meetings held at parent's request.

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.

In-house school staff is used for written and oral communication if we have someone on staff in the parent's preferred language. If we do not have a staff member in the parent's preferred language for oral or written communication, we use the Translation & Interpretation Unit to assist us in oral and written communication. All communication takes place in a timely manner.

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.

Our school will meet identified interpretation needs by either using in house staff or Translation and Interpretation services which can be used either in person or by over the phone interpreters.

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.)

Staff members have been given a Language ID Guide. A copy of the translation and interpretation brochure and language ID guide can also be found in the main office, bulletin board in entrance of the school and in the staff room.

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

Translators available (both in house and through the language and translation unit) at Parent Teacher Conferences, IEP meetings. DOE translations service as needed by parents. Parents are informed of their rights at the ENL Orientation meeting. They are given the options to choose the program they prefer to enroll their children in. The Parents' Bill of Rights is sent home to all parents in our school.

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)

We gather feedback from parents on the availability of services from the parent survey. Every parent/guardian of an ELL completes the parent survey. The ENL teacher sends the parent survey home in English and in the parents preferred language. Parents have an opportunity to attend Parent Orientation in September where they can ask questions and fill out the parent survey. Any parent who does not complete the parent survey receives a phone call home from the ENL teacher or parent coordinator. We would also try to have the parent fill out the parent survey when they bring their child to

school in the morning or in the afternoon when the child is picked up. Parent surveys are kept on file in a binder in the ENL teacher's room.