



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>09X011</b>
<b>School Name:</b>	<b>P.S. 011 HIGHBRIDGE</b>
<b>Principal:</b>	<b>JOAN KONG</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 11 Highbridge School Number (DBN): 09X011  
Grades Served: Kindergarten, and Grades 1-5  
School Address: 12-57 Ogden Avenue Bronx, NY 10452  
Phone Number: 718-681-7553 Fax: 718-681-7711  
School Contact Person: Dr. Joan Kong Email Address: JKong@schools.nyc.gov  
Principal: Dr. Joan Kong  
UFT Chapter Leader: Ms. Kelly Cheek-Powell  
Parents' Association President: Ms. Jahra Lara  
SLT Chairperson: Ms. Angela Reyes  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 9 Superintendent: Ms. Leticia Rodriguez -Rosario  
Superintendent's Office Address: 1245 Washington Avenue Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plz Bronx, NY  
Director's Email Address: Joseruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-6280

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Dr. Joan Kong	*Principal or Designee	
Ms. Kelly Cheek-Powell	*UFT Chapter Leader or Designee	
Ms. Jil Sanyuzt	*PA/PTA President or Designated Co-President	
Ms. Marisol Alvarez	DC 37 Representative (staff), if applicable	
	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>	
Ms. Marie Stroud	CBO Representative, if applicable	
Ms. Angela Reyes	Member/ Staff	
Ms. Jacqueline Payne	Member/ Staff	
Ms. Kimberly Keeshan	Member/ Staff	
Ms. Adalgiza Portorreal	Member/ Parent	
Ms. Miguelina Jimenez	Member/ Parent	
Ms. Lorena Dominguez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Tamiko Jones	Member/ Parent	
Ms. Nereida Figueroa	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

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

Our school's mission is transparent and accessible for students, school staff, families, and external stakeholders. We recognize that a school is the anchor of its neighborhood, and that one cannot prosper without the other. Therefore, this entire community—staff, students and families—challenge themselves to understand and embody responsibility, honesty, generosity, and respect for others. To strengthen that relationship, we have welcomed, valued, and incorporated families and community into the life of the PS11. We provide information about vitally important services and outside resources to our families about targeted academic interventions, after school programs, social services, mental health support and family counseling.

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

Our focus is on inclusive, motivating instruction that meets the needs of all of our students — from new immigrants learning English to students with disabilities as well as high achieving students in General Education classrooms. We have written customized Common Core aligned units of study that address the language acquisition

oral language development, reading comprehension and content understanding needs of these specific groups of students. Our literacy program creates opportunities for our students to engage with complex, grade-appropriate fiction and nonfiction texts. The units and subsequent instruction provides differentiated resources, strategies, and tasks that are tiered for flexible groups. This promotes active participants who are enthusiastic about learning.

Unique aspects: Special Initiatives of PS 11

Daily Town-hall Meeting

Student Ambassador Program

No Place for Hate Committee

Parent Book of the Month Club

Dual Language Program

Teachers and Writers Collaborative

Revels-Bey Music Program

Bronx Ensemble

Family Reading Night

Visiting Authors -Rogue Bear Press Authors

Highbridge School Coalition in Partnership with Parents and CBO's

Bronx Children's Museum Highbridge Project

Astor Services for Family and Children

PS 11 Parent Leadership Academy ("Masterful Parenting")

Beacon Program

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

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

Parent Ambassadors

Student Ambassadors

ESL Adult Education Academy

District 9 New Teacher Center Mentor Program

The Green Team Recycling Club

Student Council

Annual Career Fair Week

Annual Science/Health Fair

Scholastic Book Fair

Book of the Month

Principal Parent Round Table Discussions

Incoming K Parent Information Session

Creative Arts Team Interactive Storytelling

**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.**

PS11 has made the most growth in how its teachers work in collaboration with one another. Teachers at PS 11 are committed to the success of their students in all academic areas. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. The teachers have planned rigorous and coherent curricula and assessments that are appropriately aligned to the CCLS for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Relationships between all members of the school community are encouraged and enhanced through participation in collaborative activities. Trusting relationships have been fostered within the diverse professional learning that has taken place over the course of the 2014-2015 school year. Some examples of the most successful trust building activities were: Teacher-Share-Fairs, an opportunity where educators came together in partnerships to present their best practices to their colleagues. The staff of PS 11 felt this series of events gave them an opportunity to grow, develop and learn, but most importantly to build professional relationships that were based on respect, professionalism, and integrity. The varied structures used during professional learning sessions gave opportunities for the staff to meet and collaborate horizontally, vertically and across content areas, ensuring that relationships based on trust continued to develop among all members of the school community.

Rigorous instruction is achieved through the professional development of school wide initiatives, such as close reading, guided and independent reading, writing from sources and teaching math conceptually. All of these initiatives are aligned to the Common Core Learning Standards and allow all students to develop critical thinking skills as evident by student achievement during the 2014-2015 school year.

Through frequent collaboration we have established a shared philosophy that the classroom must be a safe and risk-free environment where students are both supported and challenged by their peers and teachers. Teachers are committed to continually improving their practice by utilizing student data to strategically examine curriculum, collaboratively refine the implementation of teaching practices, and evaluate student outcomes, to ensure student achievement.

Our key areas of focus for the 2015-2016 school year are to maintain trusting professionalism, rigorous instruction in a supportive environment., as well as, build upon our professional learning. Another focus area will be to increase parent participation. Although we continue to offer varied opportunities for parents to participate in many aspects of our school community only a limited number of parents are actively involved. Because we rely so heavily on our utilization of student data to improvement teacher practice and curriculum, a more efficient data system is essential. Due to budgetary restrictions school leaders are limited in their ability to provide enrichment programs (the Arts, AIS) and human resources that are desperately needed to support student achievement.

**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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	HE
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	HE
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school’s strengths as evidence by well-developed ratings on our 2014-2015 Quality Review and the qualities of highly effective practices according to the DTSDE Rubric are:</p> <ul style="list-style-type: none"> <li>The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</li> <li>Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</li> <li>The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</li> </ul> <p>An area that the school will focus on enhancing this year due to a rating of effective according to practices evidenced on the DTSDE rubric is:</p>		

- Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

To move to highly effective practices according to the DTSDE rubric, the school leaders will cultivate exemplary practices and model the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success.

The school leaders and teachers will collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.

## **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve outcomes for all students including struggling readers, ELLs and SWDs in literacy and math across all grades, by providing data-driven differentiated instruction, specifically guided reading and mathematical conceptual understanding. By June 2016, increase all students' reading level by at least one year's growth as measured by TC running records and a one-level growth on Go Math NYC performance-based assessments.

Teachers will effectively implement our Common Core aligned curriculum to reflect coherent, rigorous and engaging performance tasks in both ELA and mathematics, which will increase student achievement for all subgroups.

## **Timeline Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Mapping out the path and creating a timeline/calendar of formative and summative assessments including screening, interim measures and progress monitoring.</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Teachers, school leaders, teacher teams, coaches</p>
<p>Professional development will be conducted to train teachers on how to use STARS, Schoolnet, and other data sources to collect and analyze multiple sources of data, including a gap analysis, to identify the needs of students in order to drive targeted</p>	<p>Teachers, school leaders, teacher teams, coaches</p>	<p>9/15-6/16</p>	<p>Teachers, school leaders, teacher teams, coaches</p>

instructional decision of groups of students including ELLs, SWDs. Teachers will be provided with intensive professional learning opportunities in the area of different forms of assessment, guided reading and problem solving, and the use of ELL strategies by PS 11 school leaders, UFT TC coaches, borough support staff and outside consultants.			
Regular parent outreach meetings to assist parents in understanding the CCLS standards and assessments and how to monitor their child's progress and support their children with strategies at home.	Parents of all students, parents of ELL's, SWD's and high need students	9/15-6/16	Classroom teachers, parent coordinator, ESL Coordinator, PA, support personnel, coaches and school leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Opportunities will be provided for administrators and teachers to engage in professional development with the District personnel, Teachers Center Instructional Coaches and other outside consultants.											
2. Teachers from each grade will attend professional development and turnkey to grade teams.											
3. Scheduled time for teacher teams to meet during the day.											
4. Per diem funds are used to hire substitute teachers whenever teachers attend professional development.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
The results of the Common Core aligned performance tasks administered in January 2016 as a midpoint benchmark will be compared with the October 2015 baseline results to measure progress towards student outcomes and school performance.
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school’s strengths as evidenced by well-developed ratings on our 2014-2015 Quality Review and the qualities of highly effective practices according to the DTSDE Rubric are:</p> <ul style="list-style-type: none"> <li>The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</li> <li>The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</li> <li>All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</li> <li>The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</li> </ul> <p>The school leader together with stakeholders will continue to ensure that there is a school-wide PBIS (Positive Behavior Intervention and Supports) process in place to support the social competence and academic achievement of all</p>		

students. At PS 11 Highbridge School, there is a continuum of school-wide, classroom and individual supports to sustain a positive learning environment and improve the lifestyles of the children. PBIS systems facilitate the teaching of social and emotional developmental health. The school leader cultivates purposeful partnerships to promote student social emotional health and academic achievement. In addition, the school leader leverages internal and external resources to support and sustain the system.

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

Teachers, Paraprofessionals and staff will continue to learn various ways to meet the specific, ever changing needs of individual students while maintaining a positive, supportive and safe environment.

P.S. 11 works to maintain its low VADIR index score.

### **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the teachers, paraprofessionals, staff and parents will continue to be provided with professional development opportunities to keep them abreast of new behavior modification and intervention strategies to support students' social and emotional developmental health needs. This will be accomplished through at least 5 professional learning opportunities throughout the school year, which will result in a sustained low VADIR Index Score.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will continue to participate in professional development opportunities to meet students' academic, social and emotional needs throughout the year. These professional development sessions will continue during Teacher Team meetings, Monday Professional Learning Sessions, Special Education meetings, Lunch and Learns, One-to-One support Sessions, New Teacher Mentoring and/or outside workshops. Topics</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Administration, Teacher Center Coaches, IEP team, related service providers, teachers, parent coordinator</p>

will include but are not limited to: CCLS, Assessments, Specially Designed Instruction, PBIS, FBAs, BIPs, Quality IEPs, RtI, Differentiation .			
Paraprofessionals will continue to collect and analyze data in order to determine the functions of behaviors and use strategies to respond to those behaviors.	Paraprofessionals	Nov 2015-June 2016	Administration, Teacher Center Coaches, IEP team, related service providers, paraprofessionals
School Aides will participate in a series of Leadership Training PDs by the Parent Coordinator, to enhance relationship skills, leadership abilities and professional competence. The sessions will include topics such as: Conscious choice rather than emotional response; real listening; and assertive communication.	School Aides	Jan 2016-May 2016	Parent Coordinator
Parents will continue to be provided with information sessions and workshops to support their child's academic, social, emotional and health throughout the year  -Autism  -Parents of students with IEPs  -	Parents	Sept 2015-June 2016	Principal, parent coordinator, guidance department, ELL coordinator, Teacher Center Coaches and school nurses

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Administration, Coaches, IEP Team, Related Services Providers, Special Education Teachers, Paraprofessionals, Parent Coordinator
2. Ready Gen and Go Math Curricula, Units of Study; Professional Learning Mondays, Teacher Co-planning Meetings, Tuesday professional choice, Lunch and Learns
3. Before and After School programs and activities

4. Substitutes for Professional Development Opportunities

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

	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

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

In February 2016, the school will monitor the number of professional development sessions and VADIR score index to ensure progress is being made toward the goal.

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

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school’s strengths as evidence by the qualities of effective practices according to the DTSDE Rubric are:</p> <ul style="list-style-type: none"> <li>School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</li> <li>Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</li> <li>Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</li> <li>Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</li> </ul> <p>To move to highly effective practices according to the DTSDE rubric, the teachers will have explicit, targeted lesson plans that are informed by data (summative, interim, attendance, IEPs, NYSELAT, etc.), grade level school-wide goals with timely and appropriate interventions and extensions for all students. In addition, teachers will provide frequent and relevant feedback to students and they will use this feedback to assess and adjust their progress.</p>		

**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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 20% of students grades K-5 will meet the demands of the CCLS across grades by scoring a level 3 or above on the May 2016 ELA Performance Based assessment.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School-created units of study that are aligned to CCLS and integrate resources from ReadyGen will be implemented in both whole-class and small-group settings.</p>	<p>All students (ELLs, SWDs)</p>	<p>9/15 - 6/16</p>	<p>Classroom teachers, support personnel, coaches and school leaders</p>

<p>Flexible guided reading groups will provide additional support for all struggling readers including ELLs and SWDs.</p> <p>Independent reading will create opportunities for all students to choose grade-appropriate fiction and nonfiction texts (Just Right books).</p>			
<p>Lesson plans that provide multiple point of entry for groups of students to promote high levels of student engagement and inquiry.</p> <p>School and class libraries that are fully furnished with multiple levels and genres of books to engage students.</p> <p>Fountas and Pinnell Leveled Literacy Intervention program is available to SWDs and ELLs.</p> <p>Foundations Intervention Program for Grades K-2</p> <p>Technology programs (Imagine Learning, i-Ready, and MyOn) that provide interventions and enrichment for all students.</p>	<p>ELL's and SWD's, struggling readers, all students</p>	<p>9/15-6/16</p>	<p>Classroom teachers, support personnel, coaches and school leaders</p>
<p>Regular parent outreach meetings to assist parents in understanding the CCLS standards and assessments and how to monitor their child's progress and support their children with strategies at home.</p>	<p>Parents of ELL's, SWD's and high need students</p>	<p>9/15-6/16</p>	<p>Classroom teachers, parent coordinator, PA, support personnel, coaches and school leaders</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.

1. Additional guided reading materials and additional genres for classroom libraries will be purchased as funds become available.
2. Opportunities will be provided for administrators and teachers to engage in professional development with the District, Teacher Center Instructional Coaches, Special Education Liaison, and outside consultants.
3. Teachers from each grade will attend professional development and turnkey to grade teams.
4. Scheduled time for teachers teams to meet during the school day to plan lessons.
5. Per diem funds will be used to hire substitute teachers whenever teachers attend professional development.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

On-going assessment using the TC Running Records will provide data to progress monitor the reading progress of all students. At the end of January a midpoint assessment of TC Running Records will be compared with the September 2015 baseline assessment will allow school leaders and teachers to make pivotal decisions to ensure continuous improvement in reading for all learners.

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school's strengths as evidenced by the qualities of highly effective practices according to the DTSDE Rubric are:</p> <ul style="list-style-type: none"> <li>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</li> <li>The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</li> </ul> <p>An area that the school will focus on enhancing this year due to a rating of effective according to the practices of the DTSDE rubric is:</p> <p>Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</p> <p>At PS 11, the school leader sets school-wide goals at the beginning of each year that are shared with the staff, students, and the entire school community. Monthly parent roundtable meetings are held at which time the school leader communicates her vision, mission and yearly school goals to parents. Additional monthly meetings, including those with</p>		

parents of students who are ELLs, SWDs, and/or living in transitional homes are held to elaborate on how these goals impact their students for the year. Teachers then set classroom goals based on student assessment data. With assistance from the teacher, students use varied data points to set literacy and mathematics goals that they revise throughout the year. Action plans for improvement are developed, revisited, and monitored to ensure student progress. Teachers hold their students accountable for these goals and they serve as additional ways to inform teachers' instructional practices. Teachers meet on a consistent basis with parents to inform them of their students' progress. Newsletters and other communications are sent out to parents to inform them of current academic content that is being taught in the school and how they are aligned with school goals.

Each teacher meets with administration to identify goals for the 2015-2016 school year. A professional learning plan is developed based on the 8 Components of the Danielson framework which is used to evaluate teacher effectiveness. Immediate, actionable feedback based on the 8 Components of the Danielson Framework targets strengths and next steps which will be provided to teachers following each formal and/or informal observation. School leaders and coaches will continue to monitor teacher practice and its impact on student outcomes.

Leaders will assess systems and structures of teacher observations and the tracking of teachers' progress based on student data, feedback and professional development opportunities over time. Support will be adjusted to meet the needs of teachers and connected to their individual plans.

## **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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will consistently use Advance (evidenced-based system) over four cycles to track teacher practice and examine student data over time to guide and drive school wide, group and individual professional development.

Professional development cycles will be dynamic, adaptive, and interconnected and address individual and school wide practices in the critical areas of student achievement, teacher practices and tracking progress based on student data.

## **Time linePart 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will use Advance to examine trends of highly effective, effective, and developing teacher practices and make programmatic and professional development decisions and adjustments to improve student achievement over 4 cycles.</p>	<p>School Leaders Coaches Teachers</p>	<p>Cycle 1: 9/9/15 - 11/6/15 Cycle 2: 11/9/15 - 1/11/16 Cycle 3: 1/12/16 - 3/11/16 Cycle 4: 3/14/16 - 5/18/16</p>	<p>Coaches, administration, external consultants</p>
<p>Data trends from Advance, feedback to teachers, and student assessments will be analyzed and disaggregated to determine professional development needs for</p>	<p>School Leaders Data Specialist</p>	<p>Cycle 1: 9/9/15 - 11/6/15 Cycle 2:</p>	<p>Coaches, administration, external consultants</p>

teachers of ELLs, SWDs and the bottom 1/3.	Coaches  Teachers of  ELLs, Sp. Ed, GE and Students in the bottom 1/3	11/9/15 - 1/11/16  Cycle 3:  1/12/16 - 3/11/16  Cycle 4:  3/14/16 - 5/18/16	
Regular parent outreach meetings will be held to: assist parents in understanding the CCLS; inform them of their child's progress; and provide parents with strategies to support their child at home.	Parents of all students, parents of ELL's, SWD's and high need students	Sept 2015-June 2016	Classroom teachers, parent coordinator, ESL Coordinator, PA, support personnel, coaches and school leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, school leaders will monitor the results of the evidenced based system to track teacher practices to ensure that teachers professional development needs are being met and addressed in the professional learning communities and on-going classroom support and in implementation of school wide initiatives.
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school’s strengths as evidence by the qualities of highly effective practices according to the DTSDE Rubric are:</p> <ul style="list-style-type: none"> <li>The school leader ensures that regular communication with students and families fosters her high expectations for student academic achievement.</li> <li>The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning.</li> <li>The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</li> </ul> <p>An area that the school will focus on enhancing this year due to a rating of effective according to the practices of the DTSDE rubric is:</p> <ul style="list-style-type: none"> <li>The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning needs and successes and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</li> </ul> <p>We have established and continue to maintain strong partnerships with families and community members, and continue to provide a variety of support for parents such as:</p>		

- ☐ Parents are welcome to listen to daily Town Hall Announcements. These pledges along with the Principal’s message set the tone for a productive, positive and safe day and week. The Town Hall serves to: communicate high expectations; acknowledge accomplishments of students; share student learning, celebrate successes and address concerns as needed.
- ☐ We continue working in partnership with community agencies and organizations to support students’ social and emotional developmental health. We maintain partnerships with: Bridge Builders (Kinship Foster Program and Legal Advice), Highbridge School Coalition (Community Services), Highbridge Voices, Catholic Charities Beacon Program, Astor Services for Children and Families, Lincoln Hospital Crisis Center, and the Bronx Mobile Crisis Unit. Agencies are invited to Parent Associations Meetings to provide parents with information.
- ☐ We continue to offer information sessions and workshops for Parents and Families on a monthly basis to engage parents/families on every aspect of school life. The monthly information sessions/workshops are facilitated by the Parent Coordinator, Guidance Department and the School Nurse. Some of the topics are: Bullying, The Discipline Code, Students in Temporary Housing (STH), English Language Learners, No Place for Hate, Nutrition, Shared Pathways to Success.
- ☐ The Principal holds a monthly Parent Roundtable meeting to encourage parents to express concerns and suggestions for school improvements

The school will share data in a way that promotes dialogue among parents, students, and school community members centered on student learning needs and successes and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

## **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, School leaders, teachers and support personnel will ensure that student data such as report cards, reading levels, performance task results, summative assessments, are shared at least 4 times per year. This data will be shared in a way that families and community members can understand a child’s learning needs and successes, and become proactive advocates for their children.

## **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders, teachers and support personnel will ensure that student data is shared in a way that families can understand a child's learning needs and successes by training parents in the PS 11 Parent Academy to become familiar with NYC DOE websites and Webinars. This will support a parents opportunity to become proactively advocate for their children, and partner with the school</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Administration, Parent Coordinator, SLT members, PA</p>

to provide appropriate student support.			
On Tuesday afternoons, the PS 11 Community will dedicate time to meet with parents and engage in dialogue to help parents understand data that will support student achievement.  -Guided workshops for parents  -Family celebrations, award ceremonies  -Performances	Teachers, students, parents	Sept 2015 - June 2016	Administration, coaches, Parent coordinator
all parents have an open forum to contribute ideas, ask questions or seek clarity.	Parents	Sept 2015- June 2016	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> 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		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, PS 11 staff will aggregate the number of opportunities parents had to meet with staff members to contribute ideas, ask questions and seek clarity with student data.
<b>Part 5b.</b> 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

	Work and Guidance support.			
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
PS 11 administrators have hired consultants and two Teacher Center Instructional Coaches to ensure that all students are provided with a curriculum that is CCLS aligned in all subjects and that all teachers are provided with differentiated on-going professional development to address their specific needs.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

### Part 4: SWP Schools Only

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

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

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	853,434.00	x	5B, 5A
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	166,481	x	5E
Title II, Part A	Federal	218,713.00		
Title III, Part A	Federal	19,668.00	x	5B, 5D, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,136,339.00	x	5D, 5E

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

**PS 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_

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

The topics that will be covered include:

- \* SIOP training
- \* Building Academic Literacy for Bilingual Students with Disabilities
- \* Instructional Strategies for ELLs with Special Needs

### Part C: Professional Development

\* Differentiating Instruction within levels of Proficiencies

\* Scaffolding Techniques to Teach Academic Vocabulary

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

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### Part D: Parental Engagement Activities

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

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

Begin description here: \_

-

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

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\* Navigating immigration requirements and laws

\* Physical and mental health services in the community

\* Establishing and maintaining a supportive home learning environment

\* Communicating and collaborating with teachers, counselors, and principals

\* Navigating the school system and accessing its resources

\* Identifying and avoiding obstacles to school success

\* Support children's emotional and social development

-

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

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

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

Allocation Amount: \$0

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

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>011</b>
School Name <b>The Highbridge School</b>		

**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 <b>Dr. Joan Kong</b>	Assistant Principal <b>Henrietta Sirleaf</b>
Coach <b>Ms. Elvira Gonzalez</b>	Coach <b>Ms. Marianne Minnich</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Angela Reyes</b>	School Counselor <b>Ms. Del Rosario</b>
Teacher/Subject Area <b>Ms. Mendez/3rd Grade TBE</b>	Parent <b>Jeanette Aponte</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Nelida Sousa</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**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	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>696</b>	Total number of ELLs	<b>177</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>			1	1	1	1								0
<b>Dual Language</b>	1	1												0
<b>Total</b>	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					
<b>All ELLs</b>	177	<b>Newcomers</b> (ELLs receiving service 0-3 years)	153	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (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	
<b>TBE</b>	112			1						0
<b>DL</b>										0
<b>ENL</b>	41		11	8		3				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE			27	15	12	20								0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	20	21	19	20															0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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
<b>TOTAL</b>	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	1	4	10	9	10	7								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other African	1	3	0	3	3	6								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	9	4	5	6	10	8								0
<b>Emerging</b> (Low Intermediate)	3	5	9	6	4	7								0
<b>Transitioning</b> (High Intermediate)	2	8	5	3	6	5								0
<b>Expanding</b> (Advanced)	5	8	18	10	6	13								0
<b>Commanding</b> (Proficient)						3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	2	0	0	0
4	22	3	0	0	0
5	18	1	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	10	6	2	6	0	0	0	0	0
4	8	11	0	4	0	0	0	0	0
5	8	11	2	2	0	0	0	0	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	3	3	3	5	2	6			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)	35							
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.  
 The assessment tools that our school uses are the NYSITELL, Spanish LAB-R, Estrellita, Foundations NYSESLAT, Teacher's College Reading and Writing Workshop formal running records, teacher-created assessments, and conferring notes. After reviewing various sources of data, our ELLs struggle with informational texts. They seem to have difficulty with :  
 \*identifying supporting details  
 \* citing evidence from the text  
 \* reading unfamiliar texts to collect data, facts, and ideas  
 \* analyzing data  
 \* inferencing  
 This information helps us in planning Academic Intervention Services, curriculum decisions, after school and Saturday Academy. This data is also utilized to plan and drive instruction as well as to identify students who will need extra support and intervention.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 According to the data patterns across proficiency levels in th NYSESLAT 2015, our ELLs are scoring lower in the listening and speaking portion of the exam. Since the listening and writing component are declining therefore our instructional focus continues to be in listening as well as speaking for our ELLs. Teachers currently are having students do oral discussions (Socrates Seminar) after their reading of close readings which allows the students to talk and listen to each other. This helps stengthen their speaking as well as listening skills. Also, teachers allow time during their reading workshop for students to turn and talk to each other and then share out.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 At PS 11 we use the information about Annual Measurable Achievement Objectives to direct us where to adjust and modify our instructional focus. The AMAO helps us know how each student performs and what and where the students are struggling at. This will help us plan better our instruction and differentiate by each students needs. For the past couple of years our school has met AMAO 1 and AMAO 2.

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?

a. The patterns across proficiency levels in kindergarten are constant for Dual language, TBE and ENL students. In the lower grades, most students fall at the Entering /Emerging levels of language proficiency. Students in first grade through fifth grade prefer to communicate in English, their proficiency levels depend mostly on how long they have been learning English. We have high numbers in second and fifth grade that are in the expanding level.

b. The school leadership and teachers are using the results of the ELL periodic assessments to adjust and modify their instructional focus for ELLs. The results demonstrates which modality needs to be addressed more with the students so that they can succeed. It also provides teachers and administrators the progress the ELL students make throughout the year. The teachers can address further these needs while working in small groups and when differentiating activities in the classroom.

c. From the periodic assessments, the school is learning that ELLs which have a good foundation in their native language will perform better. If they have little or no foundation in their native language they will perform poorly. Once the foundation is built the ELLs are able to transfer the skills when learning English and will definitely perform better. In the TBE program the native language is used in the content areas and they also receive one unit of study in native language arts. In Freestanding ESL the native language is used when necessary among the students when paired to better understand what is being taught in English. It is also supported by the use of dictionaries, multicultural books and realias to bring in prior knowledge. In the Freestanding ESL, we also have charts in their native language to assist them 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.](#)]

At PS 11 we use various data to guide instruction for ELLs within the Response to Intervention framework. We use New York State ELA results, New York State Math results, ELL Periodic Assessments, formal and informal assessments and student IEPs. There are three tiers in the RtI framework: Tier 1, Tier 2, and Tier 3. At Tier 1, the classroom teacher will be supported with research based ideas to deliver effective Tier 1 instruction. At Tier 2, small group interventions are adjusted to help the student overcome his/her difficulties with the help of school support staff. At Tier 3, intensive and individualized intervention is given to help the student overcome his/her difficulties. Progress monitoring is done to track student progress.

At PS 11, the RtI team looks at the results of the universal screener (Fountas and Pinnell Running Record Assessment) and identifies targeted students to focus on for the school year. They also take recommendations from teachers. Before a student is brought to the RtI team, the teacher must provide documentation of at least 3 types of interventions that have been tried on a consistent basis with the student and the results of these interventions. In addition, the teacher must provide evidence of class work, projects, assessments that the student has completed. If it is behavioral intervention that is requested, the mandates are the same. The team then meets and consults with the teacher to decide on the best intervention(s) for the student. Depending on the level of the intervention, the team recommends Tier 2 interventions that provide support but also ensures that there is as little interference with the student's regular academic day as possible. The intervention is tried consistently for a specific period of 6 weeks, the results are documented, the students' progress is monitored, and the teacher meets with the team at the end of the cycle to share the results. Based on these results, the team creates an action plan for next steps. This may include continued or adjusted Tier 2 intervention for an additional 6 weeks or depending on the student's results, a move to Tier 1 intervention if the student is making little to no progress.

We also offer other support services for those ELLs who score below specified levels of performance on the NYSELSAT by taking into consideration the following: number of years in TBE or English as a New Language program, English and home language literacy, content area and socio-emotional support needs of SIFE, TBE, ENL, content area teachers recommendations, parent request, samples of student work and a bilingual educational evaluation if student has or is suspected of having a disability.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- We make sure that a child's second language development is considered in instructional decisions by encouraging the school staff to refer to the expectations from ELLs at different proficiency levels. When purchasing literacy, math, and science programs we look into programs that have ELL considerations such as ReadyGen which also has RtI, GO Math and FOSS for Science. In TBE, in the students 1st academic year the instruction is 70% in native language while 30% in English. In the 2nd year, the instruction is 50% in native language and 50% in English. The 3rd year, the instruction is 30% in native language while 70% in English. The reports that are used to determine this allotment of the native language and English is the ITEL and/or RLAT. All teachers including content area teachers share the best practices from effective second language instruction such as the SIOP model. The content area teachers include language skills in their lessons to be able to build the students' English language skills. We also comply with CR Part 154 regulations as per minutes for NLA.

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?
    - The English language-proficient students are assessed in the target language using the Spanish LAB, Estrellita and the Independent Reading Level Assessment Framework.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our program is evaluated through formal and informal assessments and observation of students' work, academic progress on the NYSESLAT, ELA, NYS Mathematics Exam, and teacher input. Also, the school evaluates the success of the ELL program by looking if we met the AMAO I and II set by the state for NYSESLAT which is a good indicator that our programs are successful.

## Part IV: ELL Identification Process

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

- 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.  
At P.S. 11 The Highbridge School, identification of ELL students begins at registration time on the first floor in an area labeled the "north yard" and continues throughout the school year for new arrivals in the cafeteria. The Home Language Identification Survey [HLIS] which determines the child's eligibility for NYSITELL testing is administered by the ELL Team, which consist of two ESL teachers, Ms. Reyes and Ms.N. Castillo, and AIS teacher, Ms. Powell. In addition, an informal oral interview is given to the child in English given by the Bil/ENL coordinator, and if needed, in the child native language. Eligible students are then administered the NYSITELL, an assessment in English to determine ELL program eligibility within the ten school days of entrance to the New York City Public School, and if applicable, the LAB/R Spanish assessment in Spanish to determine language dominance and program eligibility. Ms. N.Castillo(Bil/ENL Coordinator) is fluent in Spanish, she is able to give added support to Spanish speaking parents and students during the intake process. For parents and students of other languages other than Spanish, it has been our experience that these parents come to registration with a friend or family member that can translate. We do have a staff member, Ms. McGuire that speaks fluent French and is on standby if we need her to translate.
- 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).  
At PS. 11 no student has been identified as a SIFE. However, if one does arise the SIFE Elementary Questionnaire will be administered by the ENL Teacher, Ms. Angela Reyes or the Bil/ENL Coordinator, Ms. Nail Castillo. Then, the LENS (Literacy Evaluation for Newcomers SIFE) , students; work and report card will be used.
- 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).  
The identification for newly enrolled students with IEP's is performed by various personnel. The enrollment secretary immediately calls for the Bil/ENL Coordinator, Ms. N. Castillo, the Special Education Supervisor, Ms. Burke, the ENL Teacher, Ms. Angle Reyes, administration, Parent Coordinator, Ms. Nelida Sousa, parent, Ms. Jeanette Aponte whom are all part of the Language Proficiency Team to determine eligibility of the ELL with disabilities. The Language Proficiency Team will determine if the student is eligible for the NYSITELL. The HLIS, prior report cards and IEP's are reviewed. If the recommendation is for the child NOT to take the NYSITELL, the recommendations is sent to the principal, Dr., Joan Kong for review. If the principal accepts the decision made by the LPT members, then the recommendation is sent to the superintendent, Ms. Leticia Rodriguez-Rosario for final decision. This decision will be made within 10 school days. The NYSITELL Determination form will be used.
- 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.  
PS 11 distributes the entitlement and non-entitlement parent notifications letter within the five school days after the NYSITELL is scanned and scored through the child's folder in their backpacks in the parents preferred language. A copy is kept in the Bil/ENL coordinators office.
- 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).

At PS 11, the Bil/ENL Coordinator, Ms. N. Castillo informs parents that they have the right to appeal ELL status within the 45 days of enrollment by oral communication during the ongoing registration period, parent orientations, one to one conference during initial registration and the brochure provided by the Department of Education of NYS CR Part 154 regulations (all provided in the parents preferred language).

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

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

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the beginning of the school year a RLAT report is generated through ATS which let us know students who are entitled to ESL services. We generate Continued Entitlement Letters, Non-Entitlement Letters in English and other languages where needed for those entitled students. Parent Survey and Program Selection forms are filled out and signed at the time of registration after the one on one orientation meeting and/or within ten days. If the Parent Survey and Selection forms are not returned we make house calls. If no letter is returned, we attempt to have them sign and select the program choice during Parent Teacher Conferences or during the Parent Outreach on Tuesdays as well as during the dismissal procedure. Then, the forms are given to the Pupil Personnel Secretary to be included in the student's registration papers, which will be placed in the student's cumulative record folder. Entitlement letters which are in the student's native language and in English are given to the students to bring home and a copy is also mailed home. Copies of the letter are stored in a compliance binder in the Bil/ENL Coordinator's office, and also in the student's cumulative record folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
At PS 11, the Bil/ENL Coordinator, Ms. N. Castillo keeps an updated list making periodic adjustments to ensure that all identified ELL students have signed a Parent Survey and Program Selection Letter which are kept on file in a binder. Parents are contacted orally or in person during the arrival or dismissal period to select a program.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Parents are sent home the placement parent notifications letters with their child in their backpacks. The TBE or ENL teachers ensure that the parents check the child's backpack. Also, they are handed to them at dismissal.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

At PS 11 all pertinent information of an ELL (copy of the HLIS, parent selection form, entitlement and non-entitlement letters) is maintained in a binder located in the Bil/ENL Coordinator's office for review making periodic changes and updates.

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.

Annually the Bil/ENL coordinator prints out the RLER report form the ATS to identify the ELL students who are eligible to take the NYSESLAT. Steps taken to administer all days of the New York State English as a Second Language Achievement Test to all ELLs each year are as follows: A testing calendar is created to administer all three days. The speaking subtest is administered to students individually by the ELL Speaking Team, Ms. Reyes, Ms. N.Castillo, Ms. Powell, and Ms. Gonzalez. Prior to administering test, the team goes over NYSESLAT School Administrator's Manual to clearly understand testing procedures. the three days of the NYSESLAT are administered according to the testing calendar. This includes students with special accommodations they are tested accordingly to their I.E.P.. PS 11 utilizes many of the staff members to help administer the NYSESLAT in addition to the certified ENL teachers: coaches, other classroom teachers, guidance counselors, social workers, paraprofessionals, and school aides to administer the test. They all attend a testing meeting to go over the NYSESLAT Testing Manual at the beginning of the testing window. Also, Ms. N. Castillo attends

the network/district NYSESLAT testing meeting and turn key information to staff administering the NYSESLAT. Finally, certain member of the ELL Team and General Testing Team, Ms. Reyes, Ms. N. Castillo, Ms. Powell, Ms. Mlnnich and Ms. Gonzalez evaluate the writing portion of the testing following the guidelines and rubrics provided by the testing company.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. PS 11 ensures the continued entitlement and transitional notification letters are distributed by the students backpack or hand delivered at dismissal. Acopy of the letter is kept in the binder located in the Bil/ENL Coorinator's office.
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).

Over the past few years the trend in program choices that parents have requested has been Transitional Bilingual Education or Dual Language in the lower grades. At PS 11 we offer Dual Language Program in kindergarten and Firsta Grad, TBE is offered form Second Grade up to Fifth Grade. After reviewing this year's Parent Survey and Program Selection forms we noticed that 90% of the parents requested Trnsitional Bilingual Education Program or Dual Language ehile 10% of parents requested Freestanding ELs. One reason why parents are requesting TBE or Dual Languauge is that many of the newcomers have entered the United States 2-4 weeks prior to being registered in our shool or their children are very limited in the second language and they still want to nurture their first languae. The program models offered at our school are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.  
Our Freestanding ENL Program provides instruction to a heterogeneous group of students using sotent-based thematic instruction focusing on both content and language objectives. With our integrated model the ENL teacher works alongside the classroom teacher in planning, incorporating ESL strategies and differentiation techniques. In this model, entering, emerging, transitioning expanding students are serviced according th the instructional madated minutes.
  - b. TBE program. *If applicable.*  
The TBE program at PS 11 runs from second grade up to fifth grade. The TBE program maintains consistency in content learning with a focus on literacy and language development. The teachers are certified bilingual teachers. Students at the Entering/ Emerging level of language proficiency receives the mandated 360 minutes per week and Transitioning/Expanding receive 180 minutes and Coomanding receive 90 minutes of ENL instruction. Students in the TBE also receive one period per day of Native Language Arts, and two content area in NLA as per Commisioner's Regulations CR Part 154 mandates.
  - c. DL program. *If applicable.*  
The Dual Language program also focuses on literacy and language development. The ENL teacher and the Monolingual Teacher co-teach the class. These classes are grouped heterogeneous in kindergarten and first grade class. Students at the Entering/Emerging level of language proficiency receive the madated 360 minutes per week and Transitioning/Expanding students receive 180 minutes and Commanding receive 90 minutes of ENL instruction.
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)?  
In our Freestanding ENL Program and TBE, all students in Entering and Emerging levels receive two units of ENL (360 minutes), students in transitioning and Expanding levels receive one unit (180 minutes) and Commanding students receive 90 minutes, as per CR Part 154 by a certified ENL teacher or bilingual teacher, as per NYSED's required units of instruction. Also, TBE receives one period per day of NLA instruction in Spanish and two content areas in Spanish.

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.

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

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

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

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

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

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

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

Students are appropriately evaluated in their native language in several ways: LAB-R Spanish, formal running records using TC Assessment RPo in Spanish, teacher made assessments in Spanish and GO Math assessments in Spanish. Student who are enrolled in testing grades the NYS Mathematics Exam and Science Exam are ordered in their native language if available. The school is also prepare to hire translators if needed for State testing.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we administer the ELL Interim Assessments, teachers also have Socrates Seminar on the fifth day of close reading in which students have oral discussions of what they've read, the students also do read alouds to the class as well as oral presentations. Informative assessments are conducted daily/weekly for speaking and listening. Formative assessments are conducted three times a year for reading and writing. As well as ReadyGen tasks after the unit is completed which assesses reading comprehension and writing. Teachers target students specific instructional needs using the four modalities to drive instruction.

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

- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. This academic year at PS 11 we don't have any SIFE.
- b. For our newcomers at PS 11 we provide the following:
- \* Classroom libraries which includes non-fiction, high interest, low level, multicultural literature
  - \* Supplemental native language instruction to assist with language development skills through small group instruction, when the

native language is available

- \* Afterschool and Saturday Academy which provides additional support and opportunities to use the English language
- \* Precise scaffolding strategies according to their language proficiency levels

In addition to these services teachers are incorporating multicultural literature, to foster a deeper understanding of the newcomer home country.

c. For the ELLs receiving service 4 to 6 years we will provide the following:

- \* Inquiry based analysis of NYSESLAT data
- \* Individualized planning based on language needs
- \* Materials and instructional technology designed to support the different modalities such as computer programs, listening centers
- \* Academic Intervention Services
- \* Professional development for teachers which focuses on ESL strategies, scaffolding, and language acquisition methodologies
- \* Interim Assessments to assess growth and language development

d. Many of the same services provided for ELLs receiving 4 to 6 years the long term ELLs will receive as well.

e. The former ELLs will continue receiving ELL support as needed and testing modifications for up to two years after they pass the

NYSESLAT. They will also be included in the Afterschool Program and Saturday Academy. Teachers are also encouraged to continue teaching vocabulary explicitly and building academic language. Teachers utilize Common Core Learning Standards for

language for a more structured approach in terms of second language development.

7. 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.

For those students re-identified as an ELL or non-ELL and the 45 day appeal of the students' enrollment, our school ensures the academic progress has not been affected by establishing protocols with qualified staff (bilingual coordinator, special ed coordinator, administrators, SBST members, social worker) for an re-identification process within 10 days of receipt by written notice of the parent. A student going through the re-identification process upon written notice by the student, parent/guardian, or teacher will be completed within 10 school days. PS 11 will review documents, students work in English, NYSITELL, and consult with the parent/guardian. The staff (LPT members) will also consult with the Committee for Special Education. The principal, Dr. Kong will determine the change of the ELL status and a letter will be sent home. Upon the receipt of the signed notification, the relevant documents are then sent to the superintendent, Ms. Rodriguez-Rosario for review and final decision. All documents will be kept in the students cumulative folder. Between the 6 and 12 month period of the final decision, the principal will once again review the re-identification decision to ensure that the student's academic progress has not been affected. The principal may provide additional support, if needed, as per CR Part 154 2.3.

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?

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

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

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

Chart 7 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?

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

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

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE 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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	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(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

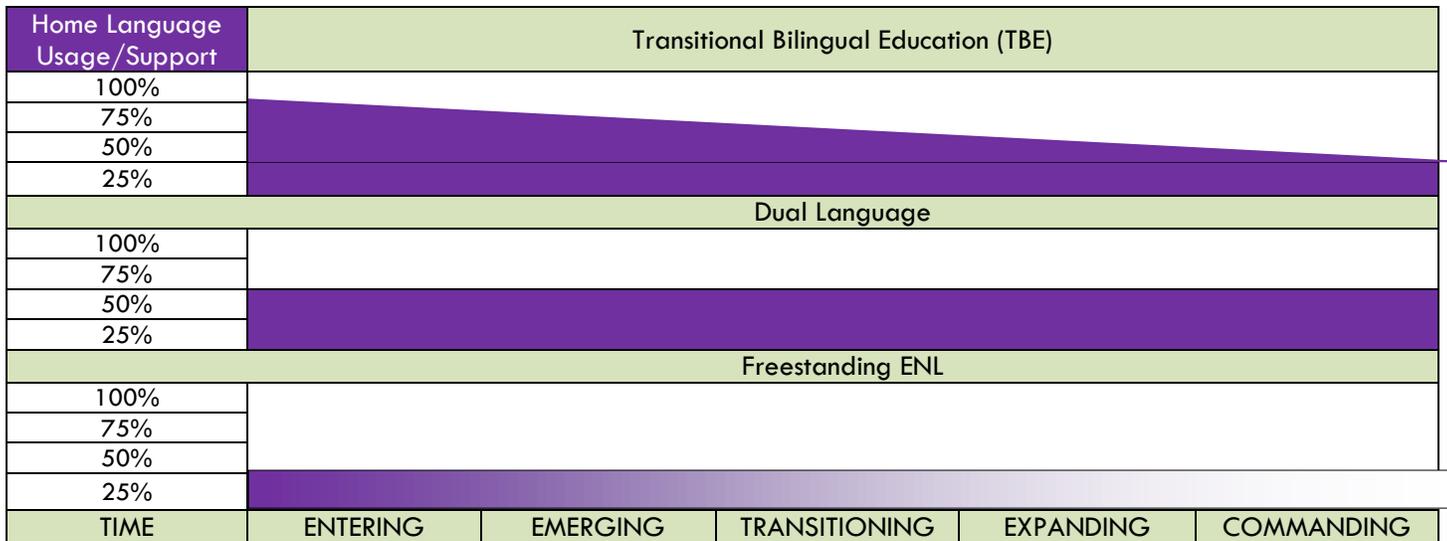


\*Note: “other approved services” does not apply to New York City at this time.

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.  
ESL self-contained and bilingual classrooms at our school use the Santillana Language program which incorporates reading comprehension and vocabulary development. We also use Raz-kids that helps to develop reading comprehension and vocabulary building. Both of these language program are offered in English. Our intervention services range from Push in, AIS, after school, and Saturday academy. All of these services are designed to further develop their language acquisitions in a small group setting. PS 11 has developed an RtI team to also help implement intervention strategies for added support to our students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of our current program is meeting the needs of our ELLs. The NYSESLAT scores show that more of our students are receiving transitional and expandign levels. The students move one or two proficiency levels while others stayed in the same proficiency level but made some progress within the level.
12. What new programs or improvements will be considered for the upcoming school year?  
This school year we have added Dual Language in the First Grade and the upcoming school year we will include Second Grade. The Estrellita Program is being used in the kindergarten and first grade dual language spanish class.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our school is fully committed to offering our ELL students equal access to all school programs and opportunities. All of our ELL students participate in every enrichment program that our school offers (e.g. music, arts, computer , etc). Additionally, classrooms that hold the ELLs have Smart Boards, listening centers, and bilingual libraries. One after school program is specifically designed for our ELL population. We also offer a Saturday Learning Academy that is especially for our ELLs. ELLs are also invited to after school programs that aims to improve the ELA and Math skills and preparation for the state tests.
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 instructional materials that are used to support ELLs are SMART Board, internet, software (Science, Math, and Language games). Computer software such as Imagine Learning, Starfall, Raz-kids are used for instructional purposes. ReadyGen and Go Math program (K-5). Santillana Intensive English K-2 also used to support our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native Language support is delivered in TBE by having content word walls in the native language, having books in the native language in the classroom libraries as well as in the school library, and having small group instruction for the newcomers and beginners. In the ESL model we have peer tutoring with students that speak the same language. In TBE, we offer 1 period of native language support through the content. In ESL, we use English to offer 2 units of study for beginners and intermediate and 1 unit of study in advance using the ESL methodologies during instruction to provide a learning environment which ELLs can effectively acquire academic knowledge.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
PS 11 has the benefit of having two Dual Language classroom, one in kindergarten and the other in first grade. We have one Transitional Bilingual classroom from second grade up to fifth grade. Children are placed in their appropriate grade level and with their peers. Our Push -in support also goes into the classroom and works with the child's grade level teacher. Therefore, children are receiving grade appropriate instruction. When ordering meterials we look at the child's age, grade, and interests to ensure students will benefit from these materials.
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).  
At PS 11 during the month of May/June the school hosts workshops for parents of nelwy enrolled kindergarten students. The Common Core Learning Standards are reviewed and wwebsited are distributed. The Bil/ENL Coordinator, Ms. N. Castillo, Ms. Anglea Reyes, ENL Teacher, parent coordinator, Ms. Sousa, Dual Language Coordinator, Ms. Colon and teachers present during this workshop. The Executive Team, and the ELL team works on a plan of activities for the new ELLs who enroll thoroughout the school year and their families.
19. What language electives are offered to ELLs?  
No language electives are offered at PS 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)?

a. The dual language model that is being used at PS 11 is the side-by-side.

b. The core content area is taught in the child's home language first.

c. The language is separated by days: One day is taught in Spanish and the other day is in English and vice versa.

d. The emergent literacy is taught in the child's home language first (sequential).

## 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.)

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

At PS 11 every effort is made by administration to send the ESL, bilingual, monolingual, special education and support staff such as: paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech, secretaries, parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ENL /TBE instruction. The Bil/ENL Coordinator, Ms. N. Castillo attends several professional development sessions offered by the RBERN, the Office of the English Language Learners (OELL), and the Bilingual Education Technical Assistance Centers (BETAC) to keep her abreast of the recent approaches, innovations in ENL instruction, new state standards, and hone her teaching skills. Strategies learned are passed on to the ENL /bilingual / monolingual / special ed classroom teachers who work with ELLs as needed during our Wednesday department meetings, curriculum planning time, Grade Level or Inquiry Team meetings. Our CPS, Ms. Olga Mejia Glenn is available via email, and phone to discuss any concerns the ENL/ TBE teacher may have. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Department meeting, keep staff members abreast of ongoing changes in the Common Core Learning Standards and Language Allocation Policy document. Workshops are provided by our Principal, Assistant Principal, team leaders, Bil/ENL Coordinator. Some topics that will be addressed are: Common Core Learning Standards, SIOP, Overview of the ENL/ TBE Program, LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), ESL Strategies and Methodologies, Differentiated Instruction, Writer's Workshop, NYSESLAT and LAB-R. In addition, during our ENL monthly meetings with Ms. Sousa, we offer workshops to our parents on topics such as: Testing Accommodations for ELLs, How to Help Your Child be Successful on State Tests, and Identifying Your Child As An ELL and Placing Into a Program of Choice.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff will be provided with professional development to support students as they transition from elementary to middle school by informing them and having them become familiar with the different requirements of each NYSESLAT grade band, the rubrics, and the proficiency levels for each, as well as the ELA assessments. Our Guidance Counselor and Social Worker will also be available to provide professional development for the teachers who need to be more informed of the social and mental aspect of this age group.
4. 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.

At PS 11 we meet the professional development requirements as per CR Part 154 on Mondays when we have our Professional Learning for all teachers. (15%) We also meet vertically with TBE and ENL teachers (50%) other Mondays. Also, we meet weekly with the bilingual education/ENL teachers for professional development. Teachers will be sent via emails a schedule of upcoming professional development days to be conducted by the Office of English Language Learners, RBERN, or BETAC (Bilingual Technical Assistance Center) and be made available to all personnel. Records are kept with agenda's and attendance of such development. All teachers attending workshops will keep ongoing log of hours.

### 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?

PS 11 will provide annual individual meeting with the parents of ELLs during our Tuesdays afternoon parental period. We have an open door policy in which parents are made available to contact any personnel for an update on their child's education. Translation is available through our multilingual staff member, if needed (Spanish and French). Teachers keep an ongoing log to document individual meetings with parents/guardians. This additional meeting will be utilized to discuss goals, language development and assessment results.

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. The school has created venues to engage the parents in order to give them a more active and participatory role in the academic development of our children. This involvement begins as early as registration when parents participate in an interview process in which the child's and family's background is discussed. Parents will be active participants in the decision making process for their child's academic program choice. Parents will also participate in the formal periodic review of children's progress, which will take place twice a year. In order to better prepare parents for these discussions and become better informed in school affairs, the school will conduct instructional workshops for them, where they will review the same data sources available to teachers, and undergo a similar data comprehension analysis process which is aimed at improving student achievement. Parents will learn about all different data sources, the information provided, and their instructional implications. Parents are also supported through academic workshops where both content and best teaching practices will be shared.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with our CBO, Alianza Dominicana, in order to provide workshops for parents in areas such as English as a Second Language, Immigration, and multicultural awareness.

5. How do you evaluate the needs of the parents?

Parent representatives are members of the School Leadership Team and bring any concerns from the Parent Association to the monthly meetings. The needs of the parents are also evaluated through an open forum round table discussion throughout the year. This gives the parents an opportunity to come together with school administration and express their concerns. One very important person that helps the school evaluate the needs of the parents is our parent coordinator, Ms. Sousa. She is closely involved not only with the PA, and parent representatives of the SLT but also with members of the different committees at P.S. 11 such as the ELL Team, RtI Team, and Safety Team. She is able to communicate the needs of the parents very clearly to the Administrative Team and also is involved in organizing and creating different workshops as a result of parents' needs: NYSESLAT Workshop, Discipline Code, Nutrition Awareness Workshop, Middle School Conversion.

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

There are different types of parental involvement activities that are created as a result of the needs of the parents. They have an opportunity to be more involved with their children's education by becoming a Learning Leader, where they can be of assistance in the educational community. The Parents Association has activities that complement the school's activity, for example, health workshops and other trainings.

### 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.

Paste response here:



School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **09X011** School Name: **The Highbridge School**  
Superintendent: **Ms. Rosario**

### 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](http://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.

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

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

Parents preferred languages for PS 11 are: Spanish, English, Arabic and French.

## **Part B: Creating a Communications Calendar**

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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.)

PS 11 disseminates the following translated documents to the parents during the school year: Monthly calendar, school announcements, parent teacher conference notices, after school letter, surveys, photo release forms, emergency contact cards, registration forms (HLIS), ELL Compliance letters, signs and posters.

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.

PS 11 will be having formal face-to-face meetings with parents throughout the school year such as: Parent Teacher Conferences( Sept., November, March, and May), parent orientation (Fall and Spring), parent involvement time as per the UFT contract on Tuesdays, ELL parent contact, calls by our Guidance counselor, SBST, teachers, administrators and other personnel.

## **Part C: Providing Language Assistance Services**

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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.

At PS 11 Spanish is the primary language spoken by parents. Oral and Written translation and interpretation are provided to parents by a bilingual pedagogue. these translation services apply to both school wide notices and to individual parents. The Parent Coordinator, Ms. Sousa as well as teachers can access the DOE's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, if needed.

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 translation and interpretation needs by our multilingual in-house school staff members (administrators, coordinators, teachers, paras, secretary, and school aides). When needed, translation will be offered orally and/or in written form to our Spanish, Arabic, and French parents. Parents who speak another language other than English, the Translation and Interpretation Unit will be contacted.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

The LAC conduct a workshop to all school staff members, including security guards informing them of the procedures when translation, or interpretation is needed. the Translation and Interpretation brochure, ID guides, Palm Cards are distributed and must be made easily accessible when time arises.

#### **Part E: Providing Notice of Language Assistance Services**

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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

At PS 11 all information regarding Section VII of Chancellor/Regualtion A-663 aare displayed in the Main Entrance of our school as well as the main office of PS 11.

#### **Part F: Monitoring and Quality Control**

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

At PS 11 the mechanisms we use to gather information from parents is from our school generated surveys.