2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):
02M011

School Name:
P.S. 011 WILLIAM T. HARRIS

Principal:
ROBERT BENDER
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>02M011</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>PreK-5</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PreK-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>320 West 21st Street NY, NY 10011</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-929-1743</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-989-7816</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Robert Bender</td>
</tr>
<tr>
<td>Email Address:</td>
<td>RBender2</td>
</tr>
<tr>
<td>Principal:</td>
<td>Robert Bender</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Sara Jutcovich</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Robin Lockwood and Santhi Yarlagada</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Robin Broshi</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deborah Obsorne</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 02 |
| Superintendent: | Bonnie Laboy |
| Superintendent’s Office Address: | 333 7th Avenue 7th Floor NY, NY 10011 |
| Superintendent’s Email Address: | Blaboy@schools.nyc.gov |
| Phone Number: | 212-356-3739 |
| Fax: | 212-356-7514 |

Field Support Center (FSC)

| FSC: | Manhattan |
| Executive Director: | Yuet Chu |
Executive Director’s Office Address: 333 7th Avenue 8th Floor N, NY 10011

Executive Director’s Email Address: Ychu@schools.nyc.gov

Phone Number: 646-470-0721

Fax: 917-339-1765
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Bender</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sara Jutcovich</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jordan Wright</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Deborah Osborne</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Erica Goldstick</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Kelsey Petrillo</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Julianne Toce</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Ron Miller</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jason Schultz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sonal Patel</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rachel Schwartz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Robin Broshi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Serena Trinkwalder</td>
<td>Member/UFT</td>
<td></td>
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<td></td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and CEP Development**

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with...
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

| **Rigorous Instruction** | Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| **Supportive Environment** | The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **Collaborative Teachers** | Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| **Effective School Leadership** | Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| **Strong Family-Community Ties** | School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust** | Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4**: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5**: Update your school’s Ais section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6**: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS11 believes in instruction that is assessment driven and requires children to be actively engaged in their own education.</td>
</tr>
</tbody>
</table>
PS 11 is an acclaimed zoned public elementary school located in Manhattan's Chelsea neighborhood. We provide a progressive, nurturing education to a diverse student body of over 930 children. We are honored to have recently been selected as a NYCDOE Showcase School and a Learning Partners School, hosting several learning-focused tours for educators from other schools throughout the year.

In addition to this distinction, PS11 has been designated a Reward School by the New York State Department of Education twice over the past five years and has received the highest letter grades and Quality Report evaluations from the New York City Department of Education over the past several years.

PS 11 prides itself in supporting every kind of learner by offering a range of academic programs including English as a New Language (ENL), Special Education and Gifted & Talented (G&T). Recognizing that one size does not fit all, our philosophy and culture support a standards-based education that is challenging while also focused on the individual learner. As each student has their unique strengths and challenges, we strive to teach students in a variety of ways to tap into those strengths and address those challenges.

We employ a balanced literacy approach to reading and writing. Through our collaboration with Columbia University's Teachers College Reading and Writing Project (TCRW), we integrate instruction with authentic reading and writing experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning. Students actively participate in inquiry learning experiences in science and math by developing questions and investigating to find solutions. Teachers facilitate learning as students engage in active problem solving, the construction of meaning and the communication of new understandings to teachers and fellow students.

PS 11 values a holistic approach to education. As an arts-infused school, we work in collaboration with many NYC cultural organizations including The Juilliard School of Music, RIOULT Dance NY, The Joyce Theater, The Atlantic Theater, Rosie’s Theater Kids, Circle in the Square, American Ballroom Dance, Education in Dance and New York City Ballet (NYCB). Our social studies, math, and science curricula are enhanced through collaborations with organizations including Friends of the High Line, WonderHUT Science, NY Chess Kids and Google. In addition, we currently have full-time certified teachers of Art, Music, Dance, Theater and Computer Science.

The Ryan Center, a community-based health clinic, runs a school-based health clinic in our building, providing families with on-site health and social/emotional services. We also have a strong partnership with PS 11 Programs, Inc, a non-profit community-based organization (CBO) that provides early morning and after school programming for our students. PS 11 Programs, Inc also provides our school with lunch and recess programming, as well as consultation services for our Farm to Table initiatives. The director of PS 11 Programs, Inc is an active member of our School Leadership Team (SLT).

As part of our focus on the whole child, our community believes strongly in educating our students about the rewards of healthy living. We have two gardening plots where our students plant, care for and harvest fresh fruits and vegetables. Students learn about and tend to our chickens, whose eggs are used in our cooking classes. We run a weekly Farmer’s Market where our students learn about local, organic foods and use their math and communication skills to sell those foods to our community.

This year our entire community, including staff, students, and families, initiated a focus on racial equity. We engaged in that work through our strategic study and discussion groups using shared texts by Christopher Emdin and also bringing outside professional development from Border Crossers. We are a "Kind & Gentle School" where we aim to create a positive, strong and inclusive culture in which everyone is recognized for their potential to learn and lead.

PS 11 continues to evolve our Home-based Optional Practice (HOP) initiative, supporting the value of family choice and flexibility when considering homework and student time spent outside of school. We will continue to focus on
Middle School readiness by helping our 5th Grade students develop strong study habits, executive function, and planning skills.

3. Describe any special student populations and what their specific needs are.

We believe that all of our students bring assets to the community and have unique needs; our goal is to celebrate their contributions and provide differentiated instruction to best meet their individual needs.

4. Identify 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.

We are always focused on lifting the level of Rigorous Instruction. This year we saw positive results in our independent reading level progress and we will continue that work. We began to implement more social emotional learning this year focused on racial justice and (Effective Leadership, Supportive Environment and Collaborative Teachers), and we are working towards expanding that work and moving it forward.
### School Demographics and Accountability Snapshot for 02M011

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 923
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 2
- **# SETSS (ELA)**: 25
- **# Integrated Collaborative Teaching (ELA)**: 74
- **# Special Classes (Math)**: 1
- **# SETSS (Math)**: 10
- **# Integrated Collaborative Teaching (Math)**: 74

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 18
- **# Music**: 18
- **# Drama**: 16
- **# Foreign Language**: N/A
- **# Dance**: 14
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 22.0%
- **% Attendance Rate**: 95.2%
- **% Free Lunch**: 28.8%
- **% Reduced Lunch**: 2.5%
- **% Limited English Proficient**: 3.3%
- **% Students with Disabilities**: 13.2%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.1%
- **Black or African American**: 6.2%
- **% Hispanic or Latino**: 42.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 15.8%
- **% White**: 47.3%
- **% Multi-Racial**: 6.5%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 13.25
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 2%
- **% Teaching with Fewer Than 3 Years of Experience**: 15%
- **Average Teacher Absences (2014-15)**: N/A
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: 72.1%
- **Mathematics Performance at levels 3 & 4**: N/A
  - **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 90%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: YES
  - **White**: YES
  - **Students with Disabilities**: YES
  - **Economically Disadvantaged**: YES
- **ALL STUDENTS**: N/A

##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: YES
- **White**: YES
- **Students with Disabilities**: YES
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: N/A

##### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: YES
- **White**: YES
- **Students with Disabilities**: YES
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: N/A

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In June of 2018, our data showed us that 88% of our current Kindergarten students and 87% of our current first graders met their independent reading goals. In Kindergarten less than 1% were 2 levels below their goal and in first grade 5% were two levels below their goal.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 50% of first and second grade students assessed at reading one level below grade benchmarks (in June of 2018) will meet grade level benchmarks.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>- 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).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will lead students in leveled Guided Reading and strategy groups to support and provide accessibility to higher level texts than what those students would read independently.&lt;br&gt;</td>
<td>All students in grades 1 and 2 below grade-level benchmarks</td>
<td>9/17-6-18</td>
</tr>
<tr>
<td>Literacy coach will continue to work with classroom teachers to provide scaffolds for Students with Disabilities (SWD) and students receiving English as a New Language (ENL) services.&lt;br&gt;</td>
<td>1-2 grade teachers</td>
<td>9/17-6/18</td>
</tr>
<tr>
<td>Intervention teachers will provide students with differentiated small group instruction, including intensified word study, phonics-based learning and comprehension support.</td>
<td>1-2 teachers</td>
<td>9/17-6/18</td>
</tr>
<tr>
<td>Families and students will be given access to on-line “Show Me” videos for optional help with reading strategies at home. Families will also be invited to attend literacy family workshops.</td>
<td>All families and students in 1-2 below grade-level benchmarks</td>
<td>9/17-6/18</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We have developed a website where families can see videos of strategies to use with students. We also open our classrooms to families one day per month so that they can get a "real time" experience with what is happening in the classroom. Our SLT will sponsor Curriculum Connections and Curriculum Evening workshops for families.

### 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.

Intervention teachers will be hired.

School-based literacy coach will work with teachers.

Schedules will be adjusted to allow teachers to have professional development and planning time.
PTA funding will support a collaboration with Teachers College Reading and Writing Project. PTA funding will support development of “ShowMe” website.

Classes in grades K-2 will have reduced class size.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
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</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2018, 50% of targeted students will have either met their goal or maintained their current level of performance.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- Running Record data

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5B – Framework for Great Schools Element – Supportive Environment

The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>Even after targeted instruction and intense intervention services, students were not making substantial gains according to state exams. For the past 10 years, students have been exposed to a “Book of the Month” based around being kind to others. We have seen tremendous growth in how students communicate with one another and how they treat one another. After two years of research around grit and independence, we have seen a (qualitatively) larger number of students working independently towards their goals. This year, we began to work with some students around mindfulness. The anecdotal data from teachers is showing indications that this work is having a positive effect on our students. After reviewing some further research, we will also begin to focus our instruction on differentiating for introverted/extroverted students</td>
</tr>
</tbody>
</table>

**Strengths:**

- According to our recent school survey, 96% of families reported school staff work hard to build trusting relationships with families like them.

**Needs:**

- PS 11 wants a more coordinated social-emotional development effort
- PS 11 wants a more coordinated program to promote social responsibility

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019 100% of classroom teachers will implement 5 Family Friday lessons developed by the SLT focused on social-emotional development and social responsibility.**
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>9/18-6/19</td>
<td>School administration and teachers</td>
</tr>
<tr>
<td>All staff members</td>
<td>9/18-6/19</td>
<td>School administration and teachers</td>
</tr>
<tr>
<td>All families</td>
<td>9/18-6/19</td>
<td>all staff and families</td>
</tr>
<tr>
<td>All families</td>
<td>9/18-6/19</td>
<td>School administration and teachers</td>
</tr>
<tr>
<td>All families</td>
<td>9/18-6/19</td>
<td>School administration and teachers</td>
</tr>
<tr>
<td>All families</td>
<td>9/18-6/19</td>
<td>SLT</td>
</tr>
</tbody>
</table>

A school-wide Book of the Month with themes related so social-emotional development and/or social justice will be shared with each classroom.<br>

A group of teachers that studied mindfulness in the classrooms will continue to support teachers with that work.<br>

SLT representative will give updates on social-emotional and racial equity initiatives at PTA general meeting.<br>

Information on the Books of the Month will be provided on the PS 11 SHOWME website.<br>

The SLT will work to develop more culturally inclusive programs and activities for students and families.<br>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Family Fridays are family events. Families are invited into the classroom once per month.

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.

- Teachers will be given common planning time.
- SLT will meet monthly. PTA has provided a budget for SLT events.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2019, 100% of classrooms will have implemented at least 2 social-emotional or social justice Family Fridays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family Friday lesson plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c.</th>
<th>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

In 2017-18, 100% of teachers were engaged in professional development cycles focused on mathematical teaching, compassion, and racial equity. After reflection and professional development, a racial equity committee was created for teachers and staff.

Strengths:

● Based on our Quality Review and PPO feedback, instruction practices have been highly rated.

Our professional development provide opportunities for staff members to work cross-grade and cross-discipline

Needs:

● Each year, new staff members join our teaching staff. We need to make certain we maintain momentum with the prior year’s work.

● To equip teachers with the methods and understanding to be able to teach in a culturally responsive and racially equitable way

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of teachers, paraprofessionals, and school staff will participate in cross-discipline professional development around racial equity in school at least one period per week. During this time, teachers will research and reflect on racial equity in our school and take actions to create a more racially just learning environment.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ schedule will be designed to allow for multiple cross-grade and grade-level planning sessions.</td>
<td>All teachers</td>
<td>9/18-6/19</td>
<td>Administration, coaches</td>
</tr>
<tr>
<td>Professional texts will be used as foundation for research</td>
<td>All teachers</td>
<td>9/17-6/18</td>
<td>Administration, coaches</td>
</tr>
<tr>
<td>Strategies to target SWD and ENL learners will be studied.</td>
<td>All teachers</td>
<td>9/17-6/18</td>
<td>Administration, coaches</td>
</tr>
<tr>
<td>Families will be invited to participate in learning opportunities.</td>
<td>All families</td>
<td>9/17-6/18</td>
<td>Administration, coaches, teachers</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be invited to join book clubs around the issues of racial equity. They will also be invited to attend curriculum connection events and Family Fridays on the topic.

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.

Teachers will be given common planning time. SBO vote will provide teachers with alternate PD schedules.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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<tbody>
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<tr>
<td></td>
<td>Tax Levy</td>
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<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, 100% of all classroom teachers will have participated in at least 14 cross-grade study group sessions.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD agendas, minutes, attendance sheets, and whole staff conversations.</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |
|---|---|
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. | Teachers have participated in racial equity training through a consulting organization to support the needs of diverse learners and our school community. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. | Racial Equity Committee teachers work in collaboration to provide professional development for fellow teachers. |

According to a racial breakdown of teachers, 85% of classroom teachers are white and 15% of classroom teachers are non-white. According to the racial breakdown of students from the DOE statistics, 47% of PS 11 students are white and 53% are non-white. This data is a clear indication that there is a large population of non-white students being taught by mostly white classroom teachers. We want to increase racial equity training for the 2018-2019 school year to create a culturally responsive environment.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. |
|---|---|
| By June 2019, 100% of teachers will receive professional development in racial equity at least one time per month throughout the year. |
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

| Racial Equity Committee members will plan and implement school-wide Professional Development throughout the year. | All staff | 9/18-6/19 | School administration, coaches and teacher leaders. |
| An RTI handbook will be created to serve as a guide for all staff members. | All staff | 9/17-6/18 | School administration, coaches and teacher leaders |
| A workshop will be offered to families to explain the RTI process. | All families | 9/17-6/18 | School administration, coaches and teacher leaders |
| Math coach, Literacy coach, SETSS teacher and IEP teacher will serve as resources to teachers as needed. | All staff | 9/17-6/18 | School administration, coaches and teacher leaders |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will receive workshops on racial equity.

### 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.

- School-based coaches will provide support to teachers.
- Teachers will be given time for professional development.

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

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>X</td>
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<tr>
<td>X</td>
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</table>

2018-19 CEP
## Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2018, 100% of teachers will have participated in at least three RTI professional development sessions.</td>
</tr>
<tr>
<td>Part 5b.</td>
<td>Indicate the specific instrument of measure that is used to assess progress.</td>
</tr>
<tr>
<td></td>
<td>• PD agendas</td>
</tr>
<tr>
<td></td>
<td>• Teacher feedback</td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Through our teacher PD group on diversity and the SLT racial equity book club, it was found that there were missed opportunities to include more diverse events and other cultural efforts in the school’s annual academic and social parent-focused programs.

Strengths:

- School has created a number of groups to address racial equity including: diversity PD group and racial equity advisory committee for teachers, book club focused on racial equity for parents, equity advisory committee for students.

- School offers many events that help build an inclusive environment including: Family Fridays, Family Potlucks, Fall Festival

* CBO has created an after-school mentoring program for alumni students who need extra support in middle school

Needs:

- Create a SLT advisory sub-committee to support implementation of programs with a racial equity lens

*Creation of a family equity advisory committee

*Based on findings of the various groups, implement actions to support the need

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 SLT will create a sub-committee to support implementation of programs with a racial equity lens.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies that address the needs of SWD and ENL learners will be included in the &quot;ShowMe&quot; video series and in the HOP activities. &lt;br&gt;</td>
<td>All families and students</td>
<td>9/17-6/18</td>
<td>School administration, coaches, teacher leaders</td>
</tr>
<tr>
<td>A Show Me website has been created to provide grade-specific activities that correspond to all Reading, Writing, and Math units. This helps families stay informed of the curriculum.&lt;br&gt;</td>
<td>All families and students</td>
<td>9/17-9/18</td>
<td>Teacher leader</td>
</tr>
<tr>
<td>Family input will be collected via an open, ongoing online survey for specific and relevant feedback and questions.</td>
<td>All families and students</td>
<td>9/17-6/18</td>
<td>School administration, coaches, teacher leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

The SLT is a committee of family member and teachers. This committee will be asking other family members to join and guide this work.

### 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.

Planning space will be provided for the committee. PTA funds will be used to SLT sponsored events.

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<tr>
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<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019 the sub committee will have at least three meetings.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)                | Students not meeting grade level benchmarks in September  
  • Universal Screenings and periodic assessments | Strategy groups  
  • Orton-Gillingham  
  • Fundations  
  • Reading Recovery  
  • Guided Reading | Small group or one-to-one | during school day |
| Mathematics                                | Students not meeting grade level benchmarks in September  
  • Universal Screenings and periodic assessments | Strategy groups  
  • Fluency centers  
  • iPad apps  
  • Shared math  
  • Number Talks | Small group or one-to-one | during school day |
| Science                                    | Students not meeting grade level benchmarks in September  
  • Universal Screenings and periodic assessments | Strategy groups  
  • Orton-Gillingham  
  • Fundations  
  • Reading Recovery  
  • Guided Reading | Small group or one-to-one | during school day |
| Social Studies                             | Students not meeting grade level benchmarks in September  
  • Universal Screenings and periodic assessments | Strategy groups  
  • Orton-Gillingham  
  • Fundations  
  • Reading Recovery | Small group or one-to-one | during school day |
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Referrals from staff or families</th>
<th>One-to-one and small group play therapy</th>
<th>Small group or one-to-one</th>
<th>during school day</th>
</tr>
</thead>
</table>

- Guided Reading
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>40</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Students in temporary housing will be provided with all supplies needed to work in their classroom at home. These will be provided by staff, family or student request.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

26,658.00
**Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### 2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

#### 3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement 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 and Family Engagement Policy**

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. P.S 011, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● 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;

Encouraging School-Level Parental Involvement

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

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S 11, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:
● using academic learning time efficiently;

● respecting cultural, racial and ethnic differences;

● implementing a curriculum aligned to the Common Core State Learning Standards;

● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA)

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### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;
● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>William T Harris</td>
<td></td>
</tr>
<tr>
<td>DBN:</td>
<td>02M011</td>
</tr>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: | ______ |
| # of certified ESL/Bilingual teachers: | ______ |
| # of content area teachers: | ______ |

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: ______

Our 2017-2018 NYSESLAT data shows ELLs students require more help with reading and writing. For this reason, the purpose of this program is using the integration of independent differentiated reading to build comprehension skills and vocabulary, coupled with the use of technology to aid in engagement. For this program, we are using a computer program, RazKids. RazKids allows students to work at their independent level. When they need help reading a word, the program does it for them. To utilize this capability, we are purchasing headphones. The headphones also have built in microphones so students can use a unique feature of RazKids, allowing them to record themselves reading and listen to it, in order to help build reading fluency. With this feature, the teachers can also listen back to their recordings in order to provide support. The computers are already owned by the school and will be at no cost to the program.

One common branch/special education teacher, Gloria Castillo, will co-teach the certified ENL teacher, Holli Weiss, to provide an engaging and supportive after school ENL program to all of the students, including those with IEPs. All ENL students will be invited to join in grades K-5, from all proficiency levels. The majority of third, fourth, and fifth graders are at the expanding level, with 3 newcomers. Our the K-2 students, most are at the emerging and transitioning levels. The program will run from Tuesday September 25, 2018 through Wednesday, May 15, 2019 for a total of 61 sessions. Each session is an hour and 20 minutes long, running from 3:10 - 4:30. Kindergarten, first grade, and second grade students will attend on Tuesdays, third grade, fourth grade, and fifth grade students will attend on Wednesdays. All sessions will be taught in English.

1st grade, and 2nd grade students will begin the first part of the session using RazKids to do independent and guided reading with the ENL teacher for 40 minutes. Kindergarten students will read, act out, and create written projects using Mo Willems’ Elephant and Piggie Series. We are purchasing sets of these books so that each kindergarten student will receive her or her own copy of each book, which can be shared with families as well. This will help with oral language development, fluency, and writing. The certified ENL teacher will teach 50% of the instruction for each student, then she and the common branch/special education teacher will switch students. This is ensure that each child receives 50% (40 minutes) of the instructional time from the ENL teacher.

3rd through 5th grade students will be given time at the beginning of each session to do independent and guided reading on Razkids ELL Edition using laptops and headphones. They will spend time reading independently at their differentiated reading level, using the program. Then they will have time to pair and share what they have read with partners and the teachers, using guided questions from the site and teachers. Students will develop reading skills, speaking skills, listening skills, and writing skills. Most of the work will focus on reading and
## Part B: Direct Instruction Supplemental Program Information

writing skills, based on the Targets of Measurement - which the teachers are studying in their PD study group for the duration of the program. The certified ENL teacher will teach 50% (40 minutes) of the instruction for each grade, then she and the common branch/bilingual teacher will switch students. This is to ensure that each child receives 50% of the instructional time from the ENL teacher.

## 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: 

ENL teacher receives professional development training from DELLs, from the Manhattan Borough Office. A series of sessions are throughout the school year and are full day professional development, at no cost to the Title III program. The instructional focus is on literacy across disciplines. This series will use the knowledge-building approach to develop language in unit design within an Advanced Literacy framework. The dates are Friday, September 21, 2018 Thursday, October 18, 2018 Friday, November 30, 2018 Thursday, January 17, 2019 Wednesday, March 06, 2019 and will take place during the school day from 8:30-2:30.

Additionally, the teachers of the Title III Program will participate in a study group for professional development. They will study the book Culturally Responsive Teaching and the Brain by Zaretta Hammond, which will be purchased using Title III funds. The two teachers will participate in a series of 7 sessions all using the book Culturally Responsive Teaching and the Brain, on 9/17 (setting study group norms, Climbing out of the Educational Gap), 9/27 (Effects of Culture on Education), 10/11 (Culture and the Brain), 11/15 (Preparing to Be a Culturally Responsive Practitioner), 12/6 (Information Processing to Build Intellective Capacity), 1/10 (Shifting Academic Mindset in the Learning Partnership), and 2/7 (goal setting/Creating a Culturally Responsive Community for Learning) from 3:10 – 4:30. Agendas will be kept for each session.

## 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: 

In order to increase family engagement, parents will be invited to a series of five workshops provided by the ENL teacher during scheduled family engagement time on Wednesday mornings from 8:00 - 8:45. Agendas will be kept, as well as attendance sheets to document who
### Part D: Parental Engagement Activities

Families will receive written and verbal invitations to the meetings (with the use of translation when necessary). In the first two sessions, on 10/10 and 11/28, parents will see examples of good book choices for their children, how to talk to children about reading, and be shown how to access these materials. Food and beverages will be provided. During the third session, on 12/19, parents will learn about educational resources around NYC. The fourth and fifth sessions, on 2/13 and 4/17, will discuss the state assessments ELLs will take this year.

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$9619.09</td>
<td>2 teachers X 1 hour 20 minutes X 61 sessions = $9619.09</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>$1170.52</td>
<td>2 teachers X 1 hour 20 minutes X 7 profession development study group sessions = 1104 2 copies of Culturally Responsive Teaching And The Brain $33.26 x 2 = $66.52 ISBN-13: 9781483308012 Author: Hammond, Zaretta L. Gl Group, Inc. Item Number: 645483001Contract Number: B2171BAVendor Catalog Number: Vendor Number: BOO028000 Total = $1170.52</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$1222.30</td>
<td>Headphones for use of RazKids- Adesso Xtreem H3B headphones with mic, set of 20 Item Number: 315824212Contract Number: B220901Vendor Catalog Number: 3280969Vendor Number: CDW043000 $29.84 x 20 = $596.80 9 sets of Elephant and Piggie Books Gl Group, Inc. Item Number: 288643135Contract Number: B2171BCVVendor Catalog Number: Vendor Number: BOO028000</td>
</tr>
</tbody>
</table>
Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Educational Software (Object Code 199) | $224.95 | Raz-Plus with ELL Edition  
Item Number: 800300815  
Contract Number: R113801  
Vendor Catalog Number: ELLRP1  
Vendor Number: LAZ609020 |
| Travel | $129.14 | Food, beverages, and supplies for parent engagement meetings |
| **TOTAL** | **$12,366** | |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>11</td>
</tr>
</tbody>
</table>

School Name: William T. Harris

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**: Robert Bender
- **Assistant Principal**: Cassandra Gregov
- **Coach**: N/A
- **School Counselor**: N/A
- **Teacher/Subject Area**: Holli Weiss
- **Parent**: Allison Bruen
- **Parent Coordinator**: Stephen McGill
- **Related-Service Provider**: N/A
- **Field Support Center Staff Member**: N/A
- **Superintendent**: N/A
- **Other (Name and Title)**: N/A

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>907</td>
<td>27</td>
<td>2.98%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 CEPLA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>N/A</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>TBE</td>
<td>N/A</td>
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<tr>
<td>TBE</td>
<td>N/A</td>
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<tr>
<td>DL</td>
<td>N/A</td>
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<td>DL</td>
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<td>DL</td>
<td>N/A</td>
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</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   PS 11 uses TCRWP assessment tool. Data reveals that beginning students require assistance in letter-sound identification. The data also reveals that students have basic literacy understandings, as they can identify concepts of print. It shows that ELLs will require additional support in phonics and phonemic awareness. We use Fountas and Pinnell reading assessments to guide reading instructional planning for ELLs. Additionally, this year we will be administering the ELL Baselines and New ELL Benchmark Assessments. Data gathered from the baseline and benchmark assessments will be used to inform instruction for Freestanding ENL.

2. What structures do you have in place to support this effort?
   The data from the assessments is shared between the classroom teachers, intervention teachers, and ENL teacher. This data is used to decide what will best meet the needs of the ELLs. The school’s instructional plan will meet these needs by providing intervention using Wilson Fundations, along with support in the classroom and outside of the classroom provided by the ENL.
2018-19 CEP

Part IV: ELL Programming

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.

ENL instruction is delivered through both integrated and standalone services. The students receive periods based on their level of English proficiency (which is determined by the NYSITELL or NYSESLAT exams), as per CR Part 154.2. The students are grouped by grade level, and all groups are heterogeneous by proficiency level. Kindergarteners receive standalone services. First, second, third, and fourth graders receive integrated services. Fifth graders receive integrated ENL services during science, as well as one standalone service, to be in compliance with CR Part 154.2.

b. TBE program. If applicable.

N/A

c. DL program. If applicable.

N/A

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)?

Students are served with the mandated number of instructional minutes according to their proficiency levels, which are determined by the NYSITELL or the NYSESLAT. Entering and emerging students receive 360 minutes, and transitioning and expanding students receive 180 minutes of ENL per week, as per CR Part 154 regulations. In order to be in compliance of these regulations, we utilize heterogeneous grouping. Because we are an elementary school with six grades to service, we use heterogenous grouping (two grades together) when necessary, in order to fulfill student mandates.

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.

Core content is delivered in English. Instruction is differentiated so that all students can access core curriculum through a reading and writing workshop model, which is aligned to the NYS Learning Standards. Math curriculum is not taught during ENL scheduled periods. Fifth grade ELLs receive language support during the core content of science. Language structures and vocabulary are scaffolded. When necessary, students have differentiated tools to assist them.

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

ELLs whom are native speakers of Spanish are administered the LAB in Spanish. This offers the chance to evaluate them in their native language based on their reading and oral skills. Unfortunately, the DOE does not offer initial evaluations in other languages. After the LAB, students are not re-assessed in their native languages, unless it is part of a bilingual special education referral. The home language is used in the ENL classroom, as students are encouraged to express themselves in their home languages when they want to explain something they are unable to explain in English. We have books in other languages for their use as well, and we encourage parents to read with their children in their native languages at home. Resources are available at the NY Public Library, online, and in the school (for them to borrow).

5. 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. For SIFE students we provide additional support based on the needs of the student. For example, we have set up after-school homework help, individual tutors and peer-tutors to help with the re-entry of Students with Interrupted Formal Education. This is accomplished with the help of the New York University students who take part in the America Reads program. Additionally, the school employs a full-time guidance counselor and social worker. They are available for SIFE students to receive on-site counseling.

b. ELLs in the US for less than three years receive the same Reading Workshop, Writing Workshop, and testing preparation as
mainstreamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ELL teacher and the classroom teacher. Many of the ELL students qualify for and are included in the school’s Academic Intervention Program. They receive additional instruction with the academic intervention providers. Classroom teachers, the intervention providers and the ELL teacher meet regularly to discuss their program of instruction. There are also meetings with the school administrators to discuss their progress. Steps are taken accordingly to support individual instruction. A comprehensive assessment of students’ class work, state-wide mathematics test results, and attendance will determine whether or not ELLs enrolled for between two and three years will be promoted. Promotion criteria in ELA will be set on the New York State English as a Second Language achievement test (NYSESLAT) after the New York State Education Department releases progress targets. ELLs in an English language school system for fewer than two years are exempt from the promotion standards. c. When students are receiving ELL services for 4 to 6 years, extensive academic intervention is provided in vocabulary. The ENL teacher continues to provide a structured program in vocabulary instruction, as well as aiding the classroom teacher in scaffolding curriculum to make it accessible to ELLs. d. Although we have no Long-Term ELLs (in NYC schools for six years of more), in the past, services provided to long-term ELLs fall into a similar category as Services provided for Students with Interrupted Formal. The promotion standards apply to English language learners (ELLs) who have been in an English language school system for three or more years unless they have an approved extension of services for year four or five. We provide additional support based on the needs of the student. For example, we have a staff of intervention teachers to help with the long-term ELLs. These students are also part of the academic intervention programs for identified at risk students. e. Former ELLs receive testing modifications for two years after English proficiency. Additionally, they are eligible to receive 90 minutes per week of integrated ENL, as per CR Part 154. The ENL teacher works with the classroom teacher for 90 minutes per week to help in scaffolding curriculum to make it accessible to former ELLs.

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

Teachers utilize visual aids and instructional scaffolds to provide ELL-SWDs access to academic content areas and accelerate English language development. All students are exposed to grade-level texts in the classroom, regardless of their disabilities. Some ELL-SWD students use assistive technology to aid them with writing, which provides them with access to academic success. Some of these assistive technologies are laptops and iPads.

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

The administration, ENL teacher, service providers, F-status interventionists and classroom teachers meet to construct a schedule that works to ensure all ELLs receive their mandated ENL services as well as any other services designated by their IEPs. With each professional’s input, an appropriate schedule that meets the diverse needs of the ELL-SWDs is created to keep students within their least restrictive environments. We also make sure that their complicated scheduling does not interfere with students’ abilities to experience all content areas and special activities.

8. 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.

ELL students in need of targeted intervention receive differentiated instruction to improve their reading and writing skills in a small group setting. Learning styles of students are observed and help with student grouping for targeted instruction. Students who are struggling to meet grade standards are also eligible to receive RTI from their classroom teachers as well as intervention in ELA and math. Some of the targeted intervention services include elements of the Wilson Program and Orton-Gillingham Approach. Struggling first grade readers are also eligible to receive the Reading Recovery intervention program. All intervention services are offered in English.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Expanding and former ELLs began receiving ELL services during science last year. Because of the success students had this year, all fifth grade ELLs and former ELLs will receive services during science. Additionally, the standalone ENL period will also have a science focus.

10. If you had a bilingual program, what was the reason you closed it?
We have never had a bilingual program because we have never had enough interest from our school's parents.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. At PS 11 we are dedicated to providing an education that is rich, rigorous, well rounded, and above all equitable. Education has always been the great equalizer. Our students come from vastly diverse racial, cultural and socio-economic backgrounds. PS 11 is dedicated to providing a variety of educational opportunities to its students. ELL students are included in all enrichment activities. Dance residencies are offered in kindergarten through fifth grade. These include programs such as Rosie’s Kids, ballroom dance, African dance, ballet, and hiphop. All kindergarten students receive keyboarding through the Music and the Brain Program. Cookshop exposes kindergarten through second grade students to the concepts of food preparation, proper nutrition, and healthy eating. All third grade students participate in a playwriting residency provided by Circle in a Square, as well as a Chess program. Students also attend plays, Broadway musicals, dance performances, and other musical concerts. Fourth grade students attend an overnight camping trip, and fifth grade students attend an overnight trip to Washington DC. ELL students are given all supports necessary for them to participate in all activities. These programs enhance vocabulary and language acquisition beyond what is experienced in a regular school day. ELLs receive a Title III Program as well. It is offered after school. Students in kindergarten through fifth grade are invited to participate.

12. 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 teachers use a balanced literacy approach, which strengthens oral language skills, as well as reading and writing, according to the appropriate standards per grade. Last June, as in previous years we sent students home for the summer with a summer reading plan and provided books for them to complete these plans. Students have access to iPads to practice their language use in an engaging way that incorporates technology. The ENL teacher works closely with teachers to help make lessons accessible to ELLs. Teachers create personal word walls (emerging, transitioning), word rings (entering, emerging, transitioning), and other tools like graphic organizers (entering, emerging, transitioning, expanding, former ELLs) to scaffold work for students.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In ENL, we offer glossaries in the native language, when they are available and encourage newcomers to write in their native languages until they become able to write in English. This is a scaffold to facilitate comprehension, and to get students accustomed to the structure of writer’s workshop. They are also allowed and encouraged to explain themselves orally in their native languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All students are placed in age and grade appropriate groups. All students are exposed to grade level texts and are expected to attempt grade level standards. There is never more than a two grade spread when students are grouped together, and when there is, materials are differentiated when appropriate.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Our school does not share a building.

16. 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).
There is a summer camp that students can enroll in before the beginning of the school year. Students can enroll in the after school program throughout the school year. The director of the camp is also the director of the after school program and helps to make a smooth transition from summer camp to the academic school year. The guidance counselor is also present during the summer camp. The parent coordinator welcomes new families, and makes himself available for their questions and needs.

17. What language electives are offered to ELLs?
We offer Spanish Language classes in the after school program as well as during an Enrichment period.

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

N/A

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 and non-pedagogic staff.) 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?
   Teachers of ELLs receive notification of offered ENL training. All teachers serving ELL students are encouraged and supported in participating in district or ISC professional development offerings. (CR 154, IV) All teachers are required to spend 15% of their professional development hours focused on ELLs, and the ENL teacher spends 50% of her professional development time focused on ELL topics.
   The ENL teacher at PS 11 meets regularly with cooperating classroom teachers during prep periods to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes. The ENL teacher works collaboratively and meets regularly with other ENL teachers within district 2. Teachers attend Teachers College workshops designed to incorporate ELLs in the Reading and Writing Curriculum. Links to Common Core Learning Standards are provided by the school for all teachers to access and review. The ENL teacher is responsible to review the CCLS to support ELLs. TCRWP is aligned to the standards and offers workshops. The ELL teacher will attend workshops given by the Manhattan Field Support office on November 28, 2017, January 17, 2017, and March 8, 2018.

2. 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.
   Teachers of ELLs receive notification of offered ENL training. All teachers serving ELL students are encouraged and supported in participating in district or ISC professional development offerings. (CR 154, IV) As per the contract, 15% of teachers’ PD time is spent focused on ELLs, and 50% of the ENL teacher’s time is focused on ELLs. The ENL teacher at PS 11 meets regularly with cooperating classroom teachers during prep periods to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes. The ENL teacher works collaboratively and meets regularly with other ENL teachers within district 2. Teachers attend Teachers College workshops designed to incorporate ELLs in the Reading and Writing Curriculum. The ELL teacher will attend workshops given by the Manhattan Field Support office on November 28, 2017, January 17, 2017, and March 8, 2018. Records and agendas are kept from these meetings.
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?

The ENL teacher meets with parents in a one-on-one meeting in addition to the parent orientation meetings and the DOE scheduled parent-teacher conferences throughout the year to discuss student progress, language proficiency, and the social emotional well being of the child. These meetings happen during parental engagement time, Wednesday mornings, when necessary. Parents are invited via a letter in their home folders. If a parent does not respond, they are e-mailed or called. Should they be unable to attend a meeting, phone meets are held. The ENL teacher also contacts parents via e-mail. Translation via phone is used when needed. Records are kept in the conferring binder. Copies of letters sent home are retained in the ENL Office.

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

P.S. 11 has an active parent association and school leadership team. Parent involvement is high among all families in the community. There are after school performances and family involvement evenings. Once a month on Family Friday (October 6, 2017, November 3, 2017, December 8, 2017, January 12, 2018, Thursday, February 15, 2018, March 23, 2018, April 27, 2018, May 11, 2018, and June 1, 2017), families are invited into their children’s classrooms to see the curriculum at work. Parents of ELL students are notified of these events via the school website, which is equipped with a Google Translate button, which can instantly translate all information into their respective preferred languages. The parent handbook is published online, accessible for all parents to read, and is able to be translated into any preferred language using Google Translate. While it is not perfect, web translation offers parents an immediate translation of everything on our school website.

Additional Information

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

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, **Robert Bender**, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Bender</td>
<td>Principal</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Cassandra Gregov</td>
<td>Assistant Principal</td>
<td></td>
<td>9/28/17</td>
</tr>
<tr>
<td>Stephen McGill</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Holli Weiss</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>Allison Bruen</td>
<td>Parent</td>
<td></td>
<td>06/27/17</td>
</tr>
<tr>
<td>-</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen</td>
<td>McGill</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

We use information from Part III of the HLIS, ATS, as well as the Preferred Language Form to assess language preferences of the parent community for both written and oral communication. We check to make sure information is consistent across the different sources. Additionally, teachers ask parents for their preferred methods of communication.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Bengali</td>
<td>3</td>
<td>0.31</td>
<td>4</td>
<td>0.41</td>
</tr>
<tr>
<td>Chinese (any)</td>
<td>17</td>
<td>1.74</td>
<td>12</td>
<td>1.23</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0.41</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td>0.31</td>
<td>3</td>
<td>0.31</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Mossi</td>
<td>1</td>
<td>0.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nahuatl</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>English</td>
<td>928</td>
<td>95.08</td>
<td>926</td>
<td>94.88</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>0.2</td>
<td>3</td>
<td>0.31</td>
</tr>
<tr>
<td>Spanish</td>
<td>20</td>
<td>2.05</td>
<td>21</td>
<td>2.15</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All documents are disseminated online</td>
<td>September - June</td>
<td>All are translated using DOE translation services by emailing copies of our documents to them. We will also use computer automated translation, which is used to translate our school website.</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences</td>
<td>November, March</td>
<td>We have interpreters in the building,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>as well as using the over the phone translation. We also have</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language Line available to use as an over the phone translation service.</td>
</tr>
<tr>
<td>Curriculum night events</td>
<td>September</td>
<td>If requested, translation services will be provided by bilingual staff members and/or paid translators.</td>
</tr>
</tbody>
</table>

3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school evacuation, we contact families. We use family contact cards, blue cards, which contain all of the families' information. They list all phone numbers. We use staff members fluent in Spanish and Chinese to communicate with Spanish-only or Chinese-only speaking households. For other families, we use DOE over-the-phone translation services provided by Language Line.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Chancellor's Regulation A-663 requires that the DOE provide interpretation service to the maximum extent to communicate with parents about their child's education. We will do this by respecting the parents' preferred languages and then having translations printed or translators to speak orally with parents, as necessary. We will use bilingual staff members and/or free translation services to adhere to translation needs. If these services are unavailable, we will reach out to the community, volunteer translators, or use paid translators. All staff members ask for translation when necessary, and all have access to the DOE free over-the-phone translation service. This is especially useful for low incidence languages.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

The ENL teacher provided a separate meeting for parents where the parents’ rights were distributed in multiple languages. Parents are also informed of the right to receive information, both written and oral, in their preferred languages during registration. Additionally, we have signage posted at the entrance of the school building informing parents of their rights.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We use the parent survey to gather feedback on the quality and availability of services, as well as listening to parental requests, compliments, and complaints. We have listened to parent concerns regarding after school programming. Many voiced an opinion that they prefer those services to occur after school, rather than before school. After this, programming was scheduled to occur 25% before school and 75% after school in an attempt to better accommodate families. For the families using translation services, we will send surveys in parents' preferred languages in order to see how helpful our accommodations have been and how we can make improvements.