2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 30Q011
School Name: P.S. 011 KATHRYN PHelan
Principal: ELIZABETH PENA JORGE
Comprehensive Educational Plan (CEP) Outline

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

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  - Section 5B Framework for Great Schools Element - Supportive Environment
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  - Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

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Section 1: School Information Page

School Information

| School Name: Kathryn M. Phelan | School Number (DBN): 3Q011 |
| BEds Code: 34300010011 |
| Grades Served: Kindergarten through Sixth Grade |
| School Address: 54 - 25 Skillman Avenue |
| Phone Number: (718) 779 - 2090 | Fax: (718) 458 – 6362 |
| Email Address: Epenajo@schools.nyc.gov |
| Principal: Elizabeth Pena – Jorge |
| UFT Chapter Leader: Patricia Schultz |
| Parents’ Association President: Berg Cabral |
| SLT Chairperson: Nancy Kleaver |
| Title I Parent Representative (or Parent Advisory Council Chairperson): Jesse Ross |
| Student Representative(s): N/A |
| CBO Representative: N/A |

District Information

| Geographical District: 30 | Superintendent: Dr. Philip Composto |
| Superintendent’s Office Address: 28-11 Queens Plaza North |
| Superintendent’s Email Address: PCompos@schools.nyc.gov |
| Phone Number: (718) 391 - 8323 | Fax: (718) 391-6147 |

Field Support Center (FSC)

| FSC: Queens North | Executive Director: Lawrence Pendergast |

2018-19 CEP
Executive Director’s Office Address: 28-11 Queens Plaza North LIC, NY 11101

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

Phone Number: 718-391-8222  Fax: 718 391 .8320
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>Elizabeth Peña – Jorge</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Patricia Schultz</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Francisco WitembergCabral</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>Jesse Ross</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>
</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>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Sandy Kladias</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Teacher</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>
<td>----------------------</td>
</tr>
<tr>
<td>Delia Dunne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolyn Menges</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Pieranna Vaccaro</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Nicole Giotopoulos</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Roni Spilios Kinane</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Francisco Witemberg Cabral</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ursula Wilson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Nancy Kleaver</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Kristen Dammacco</td>
<td>Member/ Teacher</td>
<td></td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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>The mission of P.S. 11 is for our students to be able to communicate across modalities in a range of genres, with and for diverse audiences and purposes. This includes encouraging our students to become well rounded learners and reach achievement to their highest potential in all academic areas. Also, we want our students to become cooperative learners with their peers.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 11, Queens is located in, a residential/commercial neighborhood of newly arrived immigrants. We are situated in an area that is culturally diverse. During a neighborhood walk you can enjoy the smell of Colombian bread baking, hear the voices of men from the Turkish center, and a few steps away admire the beauty and peace of a Muslim mosque. Among its 1100 students in 44 classes, approximately 26% are English Language Learners and 27% are students with disabilities.

It is a culturally diverse school that serves students in grades K-6. We are one of the few schools in NYC that continues to serve sixth graders. Parents are glad their children have the opportunity to enjoy one more year in an elementary school setting. Our teachers are committed to our students and there is a very low turnover rate. Our teachers dedicate their teaching years to P.S. 11 and leave when it is time for their retirement. The strong commitment to P.S. 11 creates tight ties with the families of the community.

Our programs include Self-Contained Special Education, Integrated Co-Teaching, Free - Standing English as a Second Language, Bilingual Education in Grades K, 1, and 2, Honors Class in Fourth Fifth and Sixth Grades, and our Heritage Program in all grades. Students in the Heritage Program are learning Spanish as a second language and/or the culture and traditions of Latin American and Spanish countries. We are fortunate enough to have Specialized Art Teachers, Visual Arts and Music; two Physical Education teachers; and two Technology teachers. Our Science teacher works in collaboration with our classroom teachers to provide a hands-on approach to Science. Our students have a 93% passing rate on the NYS Science exam and a 67% of those students scored at a level 4! Our Art teachers expose our K-6 students to a variety of artists and our students create authentic art pieces inspired by the artists. They work with students in their own “Art Gallery” rooms. The P.S. 11 Chorus visits and sings at community centers, such as the Queens Boulevard Extended Care Center and always makes special events extra special. We have a “Runners Club” which encourages our students to be active and follow a healthy life style. Last year, they have participated in several NYC runs throughout the five boroughs. Our Guidance Counselors work closely with teachers and students to assure a safe and supportive learning environment. In collaboration with a Community Based Organization, Woodside on the Move, our students are given the opportunity to participate in an after-school program that provides enrichment activities, performing arts, and homework help.

We are fortunate to receive support through the arts utilizing grants. P.S. 11 specifically works with CityLore to incorporate arts instruction. We also worked with the American Ballet Theatre and students learned ballet during the 2017 -2018 school year.

We are very proud of the well-rounded education provided to our students. We feed each student’s mind, body, and imagination.

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

P.S. 11 has an English as a New Language student population of about 26% for the entire student body. This percentage does not include students that are former ENL learners and have passed the NYSESLAT with a “commanding” score. Our ENL student needs are to have qualified ENL teachers and Bilingual pedagogues to help meet their needs. These teachers may also be licensed in “Common Branch.” Aside from teacher qualifications, these students need to be immersed in classes that have high oral language tasks where students learn to communicate in content vocabulary rich lessons. Our ELL student population needs to learn with teacher created visual charts and tables so they can visualize the lessons they are engaged in. Our ELL student population needs to learn with manipulative such as, base-ten blocks, pattern blocks, and counters so they may engage and explain mathematical thinking and reasoning. Our ELL student population needs to learn using special technologies, such as, Promethean Board, laptops, and iPads in order to support their need for visual learning and manipulation of learning materials. In conjunction with learning in the classroom, our ENL population needs to experience learning outside of the classroom environment. These students meet their learning needs when class trips are organized by our classroom teachers.
These class trips help our ENL population make connections with our Social Studies curriculum, Social Studies tasks, Science curriculum, and Science tasks.

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.

For the 2017-2018 school year, P.S. 11 made progress in creating, Strong Family-Community Ties. This element in the Framework for Great Schools shows how the principal brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. Resources include Woodside on the Move After School Program, class trips to local restaurants and shoppes, class trips to the local firehouse and library, and inviting members of the Woodside community and school community to family night.

According to the Fall Principal’s Performance Observation Visit, conducted December 11, 2017, it was noted:

[P.S. 11 does] an amazing job in creating a positive school culture. This year when [P.S. 11] opened the new building, [our] staff, safety agent and assistant principals worked together to ensure a smooth opening. On day one [the principal] ensured that all school staff were well prepared with information to guide parents to new entrances and meeting places. Staff was equipped with class lists and charts containing drop-off and pick-up points to communicate to families. Teachers and staff were smiling and welcoming students, the same as on the day of this school visit. [When the principal visits classrooms, she is] able to call students by name and references information about their parents and/or siblings.

For the 2017 -2018 school year, P.S. 11 progress in, teacher collaboration. This element in the Framework for Great Schools highlights teacher commitment to the success and improvement of their classrooms and schools. Teachers have the opportunity to participate in professional development within a culture of respect and continuous improvement.

According to the Fall Principal’s Performance Observation Visit, conducted December 11, 2017, it was noted:

[P.S. 11 has] consistently raised the level of expectations within classrooms. Most importantly [we] provide staff with material, resources and professional learning to meet these expectations. In addition, [staff] wisely solicited input and brainstormed ideas with members from all constituent groups which led to buy-in from your community and refinement of ideas. The school continues to send progress reports to families three times per year and parents have access to student information via NYC School Accounts. Staff members meet on a monthly basis to discuss school-wide issues or concerns, school goals and professional learning plans. City Lore teaching artists assist students with interviewing skills. They practice how to interview and write their own questions to interview each other. Students also go on neighborhood walks with teaching artists to meet and speak with local businesses.

Our key area of focus for the 2018 – 2019 school year is to improve, Rigorous Instruction. As a school we plan to create an instructional environment where students are challenged through vocabulary rich conversations in which the teacher and students facilitate discussion. Our key focus is to have students frequently engaged in deep, meaningful conversations. During these conversations we expect students to be actively engaged in ambitious intellectual activity and developing critical thinking skills. This is aligned to the Advanced Literacy Skills approach to teaching literacy in our classrooms.
# School Demographics and Accountability Snapshot for 30Q011

## School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK,01,02,03,04,05,06</td>
<td>1027</td>
<td>No</td>
</tr>
</tbody>
</table>

## English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th>Types and Number of Special Classes</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
<td>57</td>
<td>47</td>
</tr>
<tr>
<td># SETSS (ELA)</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
<td>115</td>
<td>N/A</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (Math)</td>
<td>115</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>24</td>
<td>43</td>
</tr>
</tbody>
</table>

## School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title 1 Population</th>
<th>% Attendance Rate</th>
<th>% Native American</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.0%</td>
<td>95.1%</td>
<td>0.7%</td>
<td>2.2%</td>
<td>47.8%</td>
<td>37.9%</td>
<td>9.6%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

## Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

## Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th># of Assistant Principals (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.25</td>
</tr>
</tbody>
</table>

## % of Teachers with No Valid Teaching Certificate (2014-15)

<table>
<thead>
<tr>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

## Average Teacher Absences (2015-16)

<table>
<thead>
<tr>
<th>% Multi-ethnic</th>
<th>% Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.8%</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

## Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.8%</td>
<td>54.8%</td>
</tr>
</tbody>
</table>

## Science Performance at levels 3 & 4 (4th Grade) (2016-17)

<table>
<thead>
<tr>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
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<tbody>
<tr>
<td>98%</td>
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</table>

## Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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</table>

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

### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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</table>

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
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<tbody>
<tr>
<td>Yes</td>
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</table>

## High School

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

2018-19 CEP
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.

P.S. 11 has conducted a comprehensive needs assessment aligned with The Framework for Great Schools by focusing on the element, Rigorous Instruction. In the element of Rigorous Instruction, instruction is customized, inclusive, motivating, and aligned to the Common Core Learning Standards. In the element of Rigorous Instruction, high standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and students are developing their own critical thinking skills. In order to address P.S. 11’s needs in Rigorous Instruction, the School Leadership Team considered qualitative data sources, such as written feedback given from the Principal Performance Observations for the 2017 – 2018 school year.

The information is summarized below:

1. Strengths in element of Rigorous Instruction...

Data Source- Principal Performance Observation Fall 2017

Finding: [The school principal has] consistently raised the level of expectations within classrooms. Most importantly [she] provides staff with the material, resources and professional learning to meet those expectations.

2. Priorities and needs that will be addressed...

Data Source- Fall 2017 Principal Performance Observation

Finding: Based on the most recent NYS Report Card, based on 2016-17 assessment data P.S. 11 did not meet Annual Yearly Progress (AYP) in ELA or mathematics for students with disabilities and English language learners. You are demonstrating growth and progress, however the growth for these subgroups is not sufficient to keep pace with the Effective Annual Measureable Objectives (EAMO) targets established by NYSED.

Data Source- 2017 Principal Performance Observation

Finding: Continue to work with teachers on improving assessment practices within instruction. Discuss with teachers the importance of checking in with ALL students when they are working independently or in groups. Teachers should be looking for common errors and/or misconceptions made by students. This will allow them to strategically circulate and quickly check in with all students. The teacher should ask students to check and justify the reason for their
answer. Teachers should circulate and recirculate their classrooms to check for student misunderstanding, address and instruct student misunderstanding, and, finally, reassess student misunderstanding.

### 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 2019, teachers will strengthen student engagement and student assessment techniques within instruction. Effective student engagement and effective assessment techniques will be measured using the Advance Rating System, specifically targeting 3B: Questioning and Discussion Techniques and 3D: Using Assessment Within Instruction.
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)</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 Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Math Coach and School Leaders</td>
</tr>
<tr>
<td>ENL push-in teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>School Leaders and ESL Support Staff</td>
</tr>
<tr>
<td>Parents</td>
<td>September and November 2018 March and May 2019 Dates to be announced</td>
<td>Teachers and School Leaders</td>
</tr>
</tbody>
</table>

Our Math Coach, Literacy Coach, Instructional Leaders, and the Universal Literacy Coach will provide professional development cycles for all teachers. The goal of the professional development cycle is to increase teachers’ pedagogical practices to ensure students use critical thinking skills, show reasoning, and are challenged within instruction.

ELL teachers will push-in during ELA instruction to provide support in vocabulary and language development. Teachers will push-in during Math instruction to provide support in math vocabulary and language development.

P.S. 11 administration, lead teachers, and the Parent Coordinator will host parent meetings and workshops explaining the academic needs of their children. These workshops will increase parent awareness, understanding, and capacity to assist their children at home when participating with their children in mathematical activities.

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.

Parent Coordinator will create Parent Workshops throughout the school year. The Parent Coordinator, Literacy Coach, and Math Coach will speak about the expectations of the Common Core standards. During these workshops, facilitators will explain the importance of oral language and how deep meaningful conversations will strengthen student engagement in content areas. Also, facilitators will explain the grade-wide expectations and standards so parents will be aware of their child’s learning expectations and how their child will be assessed.
Part 4 – Budget and Resource Alignment

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

- 1 Math Coach to support improving teacher practice
- 1 Literacy Coach to support improving teacher practice
- 20 Per-Diem days to hire substitute teachers to cover classes so that teachers can schedule inter-class visitations
- 30 per-session hours for planning with the Math Coach, curriculum development, and student - data analysis
- Materials for parent workshops

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<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>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</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 2019, teachers will strengthen student engagement and student assessment techniques within instruction. Effective student engagement and effective assessment techniques will be measured using the Advance Rating System, specifically targeting 3B: Questioning and Discussion Techniques and 3D: Using Assessment Within Instruction. The School Leadership Team will monitor the progress of this goal using a survey that will be given to all teachers and paraprofessionals assessing areas of need and best practices learned within the professional learning cycles.

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

The instrument of measure will be a survey.

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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

P.S. 11 has conducted a comprehensive needs assessment aligned with The Framework for Great Schools by focusing on the element, Supportive Environment. In the element of Supportive Environment, students are excited to learn and are actively engaged in their classrooms. In a supportive environment, classrooms are welcoming, safe, and orderly. In a supportive environment, students support each other and are part of the creation of a collaborative and respectful atmosphere in the classroom. The classroom must support the social and emotional growth of all students. We analyzed qualitative data sources such as the Principal Performance Observation for the 2017-2018 school year. The information is summarized below:

1. Strengths in element of Supportive Environment...

Data Source- Principal Performance Observation Fall 2017

Finding: [P.S. 11 does a fine] job in creating a positive school culture. [In September 2017, P.S. 11] opened the new building. [The] staff, safety agent and assistant principals worked together to ensure a smooth opening. [The principal] ensured that all school staff were well prepared with information to guide parents to new entrances and meeting places. Staff was equipped with class lists and charts containing drop-off and pick-up points to communicate to families. Teachers and staff were smiling and welcoming students. As classroom visits were made, [the principal was] able to call students by name and referenced information about their parents and/or siblings. Within classrooms there were clear, structures and routines. For example, in all classrooms, student-friendly learning targets were posted and visible.

Data Source- Principal Performance Observation Fall 2017

Finding: [The school principal has] consistently raised the level of expectations within classrooms. Most importantly [she] provides staff with the material, resources and professional learning to meet those expectations.

2. Priority that will be addressed...

Data Source- Principal Performance Observation Fall 2017

Finding: As a next step, it was recommended in the Fall PPO, P.S. 11 should continue to work with teachers on improving assessment practices within instruction. [Administration should] discuss with teachers the importance of checking in with ALL students when they are working independently or in groups. Teachers should be looking for common errors and/or misconceptions made by students. This will allow them to strategically circulate and quickly check in with all students. The teacher should ask students to check and justify the reason for their answer. Teachers should circulate and recirculate their classrooms to check for student misunderstanding, address and instruct student...
misunderstanding, and, finally, reassess student misunderstanding. This practice will enable students to be challenged by their teachers and supported in their learning.

Finding: As a next step, it was recommended [we] identify and leverage students on the cusp of proficiency levels 1 / 2 and 2 / 3. [Teachers should] assess students to identify sub-skill areas of deficiency, provide targeted interventions based on individual needs and closely monitor individual growth and progress.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>By June 2019, at least 75% of all P.S. 11 teachers will be rated “effective” or higher in questioning and discussion techniques. Teachers will be rated “effective” at least once using the Advanced Rating System and given appropriate feedback to improve the meaningful discussion taking place, if necessary. This goal will be measured using the Danielson Rubric 2013; Component 3b: Questioning and Discussion Techniques.</td>
</tr>
</tbody>
</table>
### 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>
</table>
| - 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All Teachers and Paraprofessionals</td>
<td>September 2018 through June 2019</td>
<td>Literacy Coach, Math Coach, and Administration</td>
</tr>
</tbody>
</table>

- Our Math Coach, Literacy Coach, Instructional Leaders, and the Universal Literacy Coach will provide workshops to all teachers with a focus on effective forms of assessments and creating challenging tasks for student differentiation during teacher instruction.

- Administrators and teachers will engage in professional conversation about how teachers could incorporate effective forms of assessment and creating challenging tasks for student differentiation during teacher instruction.

- P.S. 11 administration, lead teachers, and the Parent Coordinator will host parent meetings and workshops explaining ways students are engaged and the grade wide learning expectations.

### 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.

Parents will have the opportunity to attend workshops and attend conferences with their child’s teacher to gain an understanding of the expectations in student learning. During these conferences, forms of assessments used within the teacher’s instruction and standardized measurements will be addressed. The timeline will be during the 2018 – 2019 school year. One of the key personnel includes the teacher. The teacher will hold conferences during Parent Teacher Conferences and during any Tuesday afternoon during the parent engagement time. Another key personnel includes the Parent Coordinator. Throughout the school year, the Parent Coordinator may hold workshops, or when necessary, hold conferences with parents explaining the expectations of the standards and teacher assessments. During these workshops, there may be some examples of how teachers differentiate to ensure students feel safe...
(when taking intellectual risks), supported (when scaffolding of instruction takes place), and challenged (rigor is embedded in instruction) by their teachers.

**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.

- Materials for parent workshop
- Time management for Parent Coordinator to schedule parent conferences or parent workshops
- Time management for teachers and parents to meet

<table>
<thead>
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<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, at least 50% of all P.S. 11 teachers will be rated “effective” or higher in their questioning and discussion techniques. Teachers will be rated “effective” at least once using the Advanced Rating System and given appropriate feedback to improve their assessment techniques, if necessary. This goal will be measured using the Danielson Rubric 2013; Domain 3b: Questioning and Discussion Techniques.

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

The instrument of measure will be the assessment and data shown of Component 3B using the Advance Teacher Rating System by the school administrators on February 28, 2019.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

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.

P.S. 11 has conducted a comprehensive needs assessment aligned with The Framework for Great Schools by focusing on the element, Collaborative Teachers. In the element of 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.

We analyzed qualitative data sources such as the Principal Performance Observation for the 2017 -2018 school year. The information is summarized below:

1. Strengths in the element of Collaborative Teachers...

Data Source- Principal Performance Observation Fall 2017

Finding: Over the last three years, [school administrations has] consistently raised the level of expectations within classrooms. Most importantly [it has] provided staff with the material, resources and professional learning to meet those expectations. In addition, [P.S. 11] wisely solicited input and brainstormed ideas with members from all constituent groups which led to buy-in from your community and refinement of ideas. For example, when [P.S. 11] decided to change the writing curriculum, [the school] had a team of teachers evaluate curriculum and make recommendations. Following a team piloted the program and was then able to refine and help explain the benefits of the new program to other staff members.

Data Source- Principal Performance Observation Fall 2017

Finding: School goals align with resources and accurately reflect the needs of students and staff. To meet these goals [the principal] allocated funds to maintain a math coach position and for teachers to attend professional learning. Teams strategically look at student work/data and use it to refine curriculum and share effective practices that they have tried and achieved success or they share a challenge and seek advice/suggestions from colleagues.

2. Priority that will be addressed...
Finding: In evaluating NYS Report Card that was released in December 2017, there is concern about the lack of growth for Limited English Proficient (LEP) students and Students with Disabilities (SWDs). [P.S. 11’s] Performance Index (PI) for these sub-groups actually decreased significantly [during the 2016 – 2017 school year], with LEPs moving from 51 to 44 and SWDs moving from 64 to 58. This is of considerable concern as the Effective Annual Measure Objectives (EAMO) targets increased by 12 and 11 points, respectively for these sub-groups. [Furthermore,] it is imperative [P.S. 11] continue[s] to evaluate the rigor of curriculum materials and pedagogical practices in all classrooms servicing these students. Most importantly, [it was suggested in the PPO we] implement a monitoring system that will allow [us] to assess accurately student growth at designated intervals throughout the school year.

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, at least 80% of P.S. 11 teachers will be rated effective, or higher, in collaborating as teachers and growing and developing professionally as measured by Advance Measures of Teacher Practice Teacher Evaluation System Component 4e: Growing and Developing Professionally, which will support academic inquiry and will encourage teachers to share best teaching practices to foster student growth and achievement. There will be an emphasis on instructional support for ELLs and students with disabilities within the professional learning cycles.
### 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td><strong>All Classroom Teachers</strong></td>
<td>September 17, 24 October 1, 15, 22, 29 November 5, 19</td>
<td><strong>Literacy Coach, Match Coach, and School Leaders</strong></td>
</tr>
<tr>
<td><strong>Administrators and teachers</strong></td>
<td>September 17, 24 October 1, 15, 22, 29 November 5, 19</td>
<td><strong>Administration</strong></td>
</tr>
<tr>
<td><strong>ESL push-in teachers</strong></td>
<td>September 17, 24 October 1, 15, 22, 29 November 5, 19</td>
<td><strong>Administration</strong></td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Sept. and Nov. 2018 March and May 2019</td>
<td><strong>Teachers and School Leaders</strong></td>
</tr>
</tbody>
</table>

#### Details:

- **Our Math Coach, Literacy Coach, Instructional Leaders, and the Universal Literacy Coach will provide 3 professional development sessions to all teachers.** The overarching goal of the professional development series is to increase teachers’ pedagogical knowledge to ensure support for current ELLs, former ELLs, and students with special needs. During these professional development sessions, teachers, administration, and specialized pedagogues will share best practices on valuable ways to assess students in their learning and how to use these assessments as data to drive further instruction. This will be done for both, ELA and Math. Teacher teams will work together to create a grade-wide units of study or content area unit of study, performance tasks, and hold discussions on best teaching practices.

- **Administrators and teachers will engage in professional conversation about how to best assist their colleagues in student achievement for ALL students: ELLs, former ELLs, and students with special needs. Teachers will be encouraged to become resources and collect data in student growth. Teachers will share best practices amongst teachers on their grade and share best practices with administrators. Administrators will engage teachers in “horizontal” studies regarding student growth, student achievement, and best teaching practices.**

- **ESL teachers will contribute to the Kindergarten through Grade 6 studies and data collection regarding student growth, student achievement, and best teaching practices by collaborating with the classroom teachers of the students they service. ESL teachers will engage in professional conversation with administration regarding student growth, student achievement, and best teaching practices. Our ESL department will spend most of their instructional time “pushing into” classes rather than, “pulling students out,” or their classroom.**

- **P.S. 11 administration, lead teachers, and the Parent Coordinator will host parent meetings and workshops explaining the academic needs of their children. These workshops will increase parent awareness, understanding, and capacity to assist their**
children at home when participating with their children in learning activities.

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.

Parents will have the opportunity to attend workshops and attend conferences with their child’s teacher to gain an understanding of the element of, “Collaborative Teachers” and learning strategies implemented in their child’s classroom and among our educators. The time line will be during the school year. One of the key personnel includes the classroom teacher. The teacher will hold conferences during Parent Teacher Conferences in November and March and during any Tuesday afternoon during the parent engagement time. Two other key personnel includes the Parent Coordinator and administration. Throughout the school year, the Parent Coordinator and administration may hold workshops, or when necessary, hold conferences with parents explaining the expectations of a collaborative school environment and how to maintain teacher expectations, school – wide expectations, and the expectations of the learning environment at home for the child to experience continuity. During these meetings, parents may gain an understanding of best teaching practices experienced with other students with similar academic needs.

Part 4 – Budget and Resource Alignment

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

- 1 Literacy Coach to support improving teacher practice
- 1 Math Coach to support teacher practice
- Materials for parent workshops
- 20 Per-Diem days to hire substitute teachers to cover classes so that teachers can schedule inter-class visitations to observe best-teacher practice
- 10 per-session hours for teacher planning, curriculum development, and student – data analysis

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>
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<tbody>
<tr>
<td>X</td>
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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 February2019, at least 40% of P.S. 11 teachers will be rated effective, or higher, in collaborating as teachers and growing and developing professionally as measured by Advance Measures of Teacher Practice Teacher Evaluation System Component 4e: Growing and Developing Professionally. This component in the Advance Teacher Rating
System targets academic inquiry and will encourage teachers to share best teaching practices to foster student growth and achievement.

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

The instrument of measure will be the Advance Rating System. Low inference notes observed by administrators is used as evidence for the rating of the measured component. The domains that will specifically measure this will be 3b: Questioning and Discussion techniques and 3d: Assessment in instruction.

**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.
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.

P.S. 11 has conducted a comprehensive needs assessment aligned with The Framework for Great Schools by focusing on the element, Effective School Leadership. In the element of 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. P.S. 11 administration will nurture the professional growth of teachers by creating a professional environment for teachers to develop and enhance their craft of teaching. As P.S. 11 leaders nurture teachers’ professional growth, this will help teachers to deliver meaningful instruction to students and will drive student achievement. We analyzed qualitative data sources such as the Principal Performance Observation for the 2017-2018 school year. The information is summarized below:

1. Strengths in element of Effective School Leadership

Data Source- Principal Performance Observation Fall 2017

Finding: [The school principal does] an amazing job in creating a positive school culture. This year (the September 2017 – June 2018 school year) when [the principal] opened the new building, [the] staff, safety agent and assistant principals worked together to ensure a smooth opening. On day one [the principal] ensured that all school staff were well prepared with information to guide parents to new entrances and meeting places. Staff was equipped with class lists and charts containing drop-off and pick-up points to communicate to families. Teachers and staff were smiling and welcoming students, the same as on the day of [the] school visit. As [the Borough Field Support Center personnel and the principal] visited classrooms, [the principal was] able to call students by name and referenced information about their parents and/or siblings. Within classrooms there were clear, structures and routines. For example, in all classrooms, student-friendly learning targets were posted and visible.

Data Source- Principal Performance Observation Fall 2017

Finding: Over the last three years, [the principal has] consistently raised the level of expectations within classrooms. Most importantly [the principal has] provided staff with the material, resources and professional learning to meet those expectations. In addition, [the principal] solicited input and brainstormed ideas with members from all constituent groups which led to buy-in from [the school] community and refinement of ideas. For example, when [P.S. 11 changed] the writing curriculum, [the principal] had a team of teachers evaluate curriculum and make recommendations. Following a team piloted the program and was then able to refine and help explain the benefits of
the new program to other staff members. [This has developed] teacher leaders [in P.S. 11] which has led to greater teacher ownership of the curriculum.

Data Source- Principal Performance Observation Fall 2017

Finding: [The principal] allocated funds to maintain a math coach position and for teachers to attend professional learning. Teams strategically look at student work/data and use it to refine curriculum and share effective practices that they have tried and achieved success or they share a challenge and seek advice/suggestions from colleagues.

2. Priority that will be addressed...

Data Source- Principal Performance Observation Spring 2018

Finding: [It was suggested the principal should] work with teachers on improving pedagogical practices, including conducting on-going checks for student understanding within lessons. [The administration should encourage] teachers [conduct inter-visitations and] visit the classrooms of those teachers that effectively monitor student learning during lessons. As [the principal and her fellow administrators] observe teachers, [they should] be sure that [to] follow up and provide feedback on the progress the teacher has made on the next steps contained in their prior observation.

Finding: [It was suggested the principal should] continuously evaluate the rigor and pedagogical practices in the classrooms servicing LEP and SWD students. Most importantly, [leadership in P.S. 11 should] implement a monitoring system that will allow [the school] to monitor, by sub-group, students’ growth at designated intervals throughout the school year.

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, effective school leadership will be measured through two school surveys created by the Professional Development Committee, Instructional Cabinet, and School Leadership Team. These surveys will measure if the Professional Development Committee and Instructional Cabinet have met, or paved a path, to ensure the professional growth of teachers and paraprofessionals. These surveys will help the Professional Development Committee and Instructional Cabinet create, develop and deliver the instructional and social-emotional support in classrooms that will foster and all drive student achievement, including current ELLs, former ELLs, and students with disabilities.
### 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)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Classroom Teachers</strong></td>
<td>September 17, 24 October 1, 15, 22, 29 November 5, 19</td>
<td>Literacy Coach, Match Coach, and School Leaders</td>
</tr>
<tr>
<td><strong>ESL push-in teachers</strong></td>
<td>September 17, 24 October 1, 15, 22, 29 November 5, 19</td>
<td>Administration</td>
</tr>
<tr>
<td><strong>All School Staff</strong></td>
<td>September 17, 24 October 1, 15, 22, 29</td>
<td>Administration</td>
</tr>
</tbody>
</table>

Our Math Coach, Literacy Coach, Instructional Leaders, and the Universal Literacy Coach will provide 3 professional development sessions and Math Coach will provide 3 professional development sessions to all teachers. The overarching goal of the professional development series is to increase teachers’ pedagogical knowledge around the shifts from the Common Core Learning standards to the Next Generation Learning Standards. During these professional development sessions, teachers, administration, and specialized pedagogues will share best practices on valuable ways to assess students in their learning and how to use these assessments as data to drive further instruction. This will be done for both, ELA and Math. Teacher teams will work together to discussion best teaching practices that will develop and deliver the instructional and social-emotional support in classrooms to foster all student achievement.

Administrators and teachers will engage in professional conversation about how to best assist their colleagues in student achievement. Teachers will be encouraged to become resources and collect data in student growth. Teachers will share best practices among teacher teams and share best practices with administrators. Administrators will engage teachers in “horizontal” studies regarding student growth, student achievement, and best teaching practices.

ESL teachers will contribute to the Kindergarten through Grade 6 studies and data collection regarding student growth, student achievement, and best teaching practices by collaborating with the classroom teachers of the students they service. ESL teachers will engage in professional conversation with administration and their colleagues regarding student growth, student achievement, and best teaching practices.

School Leadership will create a Professional Development Committee that will meet monthly to discuss the needs of teacher’s to drive effective and meaning instruction that are aligned with the Common Core Learning Standards.
**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.

Parents will have the opportunity to attend workshops and attend conferences with their child’s teacher to gain an understanding of the Effective School Leadership in P.S. 11. The timeline will be during the school year. One of the key personnel includes the teacher. The teacher will hold conferences during Parent Teacher Conferences and during any Tuesday afternoon during the parent engagement time. During these conferences, teachers may share effective strategies parents can use and implement to support their own leadership at home, as parents. Another key personnel includes the Parent Coordinator. Throughout the school year, the Parent Coordinator may hold workshops, or when necessary, hold conferences with parents explaining how they can become effective leaders in their homes and foster their child’s academic needs and social and emotional growth. During any parent meeting or workshop and during any PTA meeting, the school principal will be made available and participate in the parent and school discussion to ensure parents and families are a stakeholder in the “Effective School Leadership” discussion.

**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.

One of the resources we will use is the Administration as a resource to articulate school goals and to implement professional development learning cycles. We will also use the Instructional Cabinet and Professional Development Committee as resources to articulate school goals and to implement professional development learning cycles. The ENL Support Staff will contribute in the articulation of the school goals and professional development learning cycles. Finally, administrators and teachers who attend professional development through the school's Borough Field Support Center will obtain resources through professional development sessions and share best practices for articulating school goals.

**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>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<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, effective school leadership will be measured through one school survey created by the Professional Development Committee, Instructional Cabinet, and School Leadership Team. This survey will ask questions that measure how well the school’s administration articulates the school’s goals and how well the professional development cycles help teachers deliver meaningful instruction to support all student growth and drive all student achievement. Review of this survey will take place on or before February 28, 2019 by the Professional Development Committee, Instructional Cabinet, and School Leadership Team.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
The instrument of measure will be the review of one teacher survey created by the Professional Development Committee, Instructional Cabinet, and School Leadership Team on or before February 28, 2019. These committees and teams will review and revise articulation of school’s goals as needed.

**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 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>

P.S. 11 has conducted a comprehensive needs assessment aligned with *The Framework for Great Schools* by focusing on the element, *Strong Family and Community Ties*. In the element of *Strong Family and 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. For the 2018 – 2019 school year, P.S. 11 will create a welcoming environment for families to enrich the lives of our students.

We analyzed qualitative data sources such as the *Principal Performance Observation for the 2017 -2018 school year*. The information is summarized below:

1. Strengths in the element of Strong Family and Community Ties...

**Data Source- Principal Performance Observation Fall 2017**

**Finding:** [The principal does] an amazing job in creating a positive school culture. This year when [P.S. 11] opened the new building, [P.S. 11] staff, safety agent and assistant principals worked together to ensure a smooth opening. On day one [the principal] ensured that all school staff were well prepared with information to guide parents to new entrances and meeting places. Staff was equipped with class lists and charts containing drop-off and pick-up points to communicate to families. Teachers and staff were smiling and welcoming students, the same as on the day of this school visit.

**Data Source- Principal Performance Observation Fall 2017**

**Finding:** The school continues to send progress reports to families three times per year and parents have access to student information via NYC School Accounts. Staff members meet on a monthly basis to discuss school-wide issues or concerns, school goals and professional learning plans. City Lore teaching artists assist students with interviewing skills. They practice how to interview and write their own questions to interview each other. Students also go on neighborhood walks with teaching artists to meet and speak with local businesses.

This was not listed in any of the Principal Performance Observations, P.S. 11 invites the parents during the school day to participate in class activities with their children. During the 2017 – 2018 school year, parents were invited to
complete a Valentine’s Day math word problem, parents were invited to conduct play in vocabulary games in their child’s classroom, and parents were invited to create a “link – chain” of kindness. Furthermore, parents had a fantastic time during the May Family Night. Many families brought and sampled homemade foods from around the world, enjoyed a City Lore performance, and visited with staff and other members of the P.S. 11 community. P.S. 11 works collaboratively with the Community Based Organization, Woodside on the Move, to strengthen its ties to the Woodside community and all its members.

2. Priority that will be addressed...

Neither Principal Performance Observation addressed any concern regarding P.S. 11’s family and community ties. As a school, P.S. 11 administrators we will continue to invite parents and members of the community into our school and celebrate our students’ milestones in education and social emotional growth.

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–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, effective strong family and community ties will be measured through two parent surveys. These surveys will ask questions that measure how well the school’s articulates the school’s goals and how well student expectations are articulated. We will collect at least one hundred responses from our parents.</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>Parent Teacher Association (PTA) will hold monthly meetings that discuss community events that will take place in Woodside.</td>
<td>All members of P.S. 11 Community</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration and PTA</td>
</tr>
<tr>
<td>Parent Coordinator will hold workshops with the school Literacy Coach. During these workshops, the topics of discussion will be about the shift from the Common Core Learning Standards to the Next Generation Standards. During these workshops, parents gain an understanding of the student expectations in each grade and gain an understanding of student expectations on the New York State ELA exam.</td>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Literacy Coach, and Parent Coordinator</td>
</tr>
<tr>
<td>Parent Coordinator will hold workshops with the school Math Coach. During these workshops, the topics of discussion will be about the shift from the Common Core Learning Standards to the Next Generation Standards. During these workshops, parents gain an understanding of the student expectations in each grade and gain an understanding of student expectations on the New York State Mathematics exam.</td>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Literacy Coach, and Parent Coordinator</td>
</tr>
<tr>
<td>During the school year, there will be three school days where each class will have parents as part of the instructional day. Parents will take part in their child’s learning for part of the school day. During the school year, there will be two Parent Teacher Conference Days and two Family Nights. Student expectations will be articulated on those days.</td>
<td>All members of P.S. 11 community</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration and Parent Coordinator</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.

Woodside on the Move is a Community Based Organization that works with our P.S. 11 students.

**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.

One of the resources we will use is the Administration as a resource to articulate the partnership between the parents and the school community must exist, evolve, and be supported. All P.S. 11 staff, teachers, and paraprofessionals will articulate this message through invitations to class events, school assemblies, and Family Night or Parent Teacher Conferences in the evening or on Tuesday afternoons.

Another resource will be our PTA. We will ask the association to help support our parent engagement events. As in 2018 -2019 school year, the PTA has provided refreshments during Family Night’s at P.S. 11. The PTA has also provided valuable information and community resources to our parents, such as, legal advice or healthcare providers in the neighborhood to meet the needs of our children.

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>X</th>
<th>Title I SWP</th>
<th></th>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<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, effective Strong Family and Community Ties will be measured through two school surveys; one created by the School Leadership Team and the other distributed by NYCDOE. This survey will ask questions that measure how well the school’s articulates the school’s goals and how well student expectations are articulated. We will collect at least 50 parent surveys in the Winter of 2018 and in the Spring 2019.

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

The instrument of measure will be the review of the Winter parent survey created by the School Leadership Team on or before February 28, 2019.

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 <em>(For additional guidance, refer to NYSED's memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Based on classroom teacher’s recommendations using class assessments, observations, and data and/or 2018 State ELA scores</td>
<td>Setting a purpose for reading; text features, activating background knowledge; predicting; phonics skills; making connections to texts; retell; summarize; discuss and respond using information from the text; writing to support understanding; and using grammar</td>
<td>Small Group Instruction</td>
<td>During School Day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Based on classroom teacher’s recommendations using class assessments, observations, and data and/or 2018 State Math scores</td>
<td>Using math manipulative to support understanding; activating prior knowledge; use of graph paper for organizational alignment; and encourage fluency through repetition</td>
<td>Small Group Instruction</td>
<td>During School Day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Based on classroom teacher’s recommendations using class assessments and observations</td>
<td>Activating background knowledge; making connections to texts; retell; summarize; discuss and respond using information from the text; and</td>
<td>Small Group Instruction</td>
<td>During School Day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Based on classroom teacher’s recommendations using class assessments and observations</td>
<td>Activating background knowledge; making connections to texts; retell; summarize; discuss and respond using information from the text; and writing to support understanding</td>
<td>Small Group Instruction</td>
<td>During School Day</td>
</tr>
</tbody>
</table>

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Based on classroom teacher’s recommendations using class assessments, observations, and data and/or 2018 StateELA and Mathscores |

- SETSS teachers
- Speech Teachers
- Social Worker
- Guidance Counselor |

| | Intervention programs, IReady |

| | ELA- Setting a purpose for reading; text features, activating background knowledge; predicting; phonics skills; making connections to texts; retell; summarize; discuss and respond using information from the text; writing to support understanding; and using grammar |

| | Math- Using math manipulative to support understanding; activating prior knowledge; use of graph paper for organizational alignment; and encourage fluency through repetition |

<p>| | Speech- |</p>
<table>
<thead>
<tr>
<th>Guidance-</th>
<th>Social and emotional support activities; developmentally appropriate character building activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation activities and speech processing activities</td>
<td></td>
</tr>
</tbody>
</table>
**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)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Currently P.S. 11 has 8 students in temporary housing.</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>The services P.S. 11 plans to provide are:</td>
</tr>
<tr>
<td></td>
<td>• The Breakfast Program- Students will have the opportunity to arrive to P.S. 11 at 7:30AM and go directly to the cafeteria to be fed breakfast. The Breakfast program will be supervised by a School Aide.</td>
</tr>
<tr>
<td></td>
<td>• School Supplies- Provided by P.S. 11, students in Temporary Housing will have the opportunity with having the needed school supplies.</td>
</tr>
<tr>
<td></td>
<td>• Social and Emotional Guidance and Support- P.S. 11 administrators and guidance counselors may be utilized throughout the school year for social and emotional support for our students in temporary housing, as deemed necessary.</td>
</tr>
<tr>
<td></td>
<td>• At- Risk Services- P.S. 11 Support Staff and Classroom Teachers may be utilized throughout the school year for academic and emotional support for our students in temporary housing, as deemed necessary.</td>
</tr>
<tr>
<td></td>
<td>• The Woodside on the Move after-school program will assist and enroll any students in temporary housing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>n/a</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></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>
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.
Direction:
- 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

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</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.

P.S. 11 has continued a close relationship with Queens College (CUNY), St. John’s University, Adelphi University, and LaGuardia Community College. P.S. 11 has many student teachers and interns from these schools. In partnership with these institutions, P.S. 11 guides these promising educators to become part of the NYDOE and take an active role in our students’ education. Based on classroom teacher observations and student teacher and/or intern motivation, and after licensing and certification is complete, P.S. 11 will often invite these teachers as staff by becoming substitute teachers.

In order to retain our teachers, give proper assignments to our teachers, and support our teachers we have an instructional cabinet that consists of three assistant principals, a math coach, a literacy coach, an ESL teacher, a special education teacher, a speech teacher, and a paraprofessional. Together, the instructional cabinet surveys all teachers frequently to organize effective professional development to best meet their needs as educators in order to help them grow professionally and hone their craft of teaching.

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).

First, P.S. 11 creates an instructional cabinet. This year, the instructional cabinet consists of three assistant principals, a math coach, a literacy coach, an ESL teacher, a special education teacher, a speech teacher, and a paraprofessional.

Second, the principal sets forth major goals for students to achieve based on the Principal’s Performance Review, the Quality Review (if available), and the School Learning Survey.

Once the principal has communicated her goals for the 2018 – 2019 school year which includes:

- Higher frequency of oral language and in – depth conversation and communication skills made by students
- Higher scores on NYS Math and ELA
- ENL students to increase at least one level on NYSESLAT
- Students engaged in higher-order thinking; students engaged in differentiated learning tasks; and teachers using data to drive instruction
Furthermore, the school principal articulates her intent for teachers have time to reflect on where their strengths are and where they have a need for professional development. Together, the instructional cabinet surveys all teachers frequently to organize effective professional development to best meet their needs as educators in order to help them grow professionally and hone their craft of teaching. This process is repeated three times a school year.

P.S. 11 uses the expertise of model teachers to conduct professional development on best teaching practices: i.e. a third grade teacher asks frequent higher-order thinking questions during her lessons in order to engage students in critical thinking skills; creates differentiated tasks in order to challenge some of her students and scaffold others.

P.S. 11 uses the expertise of a math coach and literacy coach to conduct professional development in grade specific subject areas. The assistant principal also schedules occupational therapists to conduct professional development for special education teachers and for general education teachers to teach with behavioral modification techniques.

During the 2018-2019, P.S. 11 will pilot a Professional Development program utilizing two teachers. This pilot program was an initiative created by the Superintendent. The Instruction Leaders will be a third grade teacher and a fifth grade teacher. These teachers will attend frequent district meetings. These teachers will also facilitate professional development within P.S. 11 teachers and paraprofessionals.

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.).

In order to assist preschool children from early childhood programs to P.S. 11, we encourage our Kindergarten teachers to create lesson plans and a Kindergarten environment where an abundance of social learning takes place. In December 2017 the principal organized a “Welcome Kindergarten” meeting to encourage future enrollment at P.S. 11 for the 2018-2019 schoolyear. In June 2018, the principal organized a parent orientation where parents of our 2018 Kindergarten students visited the school. The future Kindergarten 2018 students were invited, as well. During that meeting, the principal explained many of the practices that take place during the school year: safety drills, routines
part of the school day, the Common Core Learning Standards, and curriculum and programs. The principal introduced
the administration, the Parent Coordinator, the school nurse, and members of the school-based support team. The
principal also explained the importance of parental involvement through being active members of the PTA and
engaging with their child’s teacher during parent teacher conferences and on Tuesday afternoons during Parent
Engagement time.

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.

In September, during the first staff conference, the principal asks for teachers to choose baseline and benchmark
assessments that will be used grade-wide to gather student data and to support teachers in driving appropriate
instruction. On the first Tuesday of September, during teacher engagement time, teachers meet as a grade to discuss
grade-wide benchmark assessments for ELA and Math, end of unit assessments for ELA and Math, and progress
reports. A grade representative discusses the final chosen selections for assessments for their grade with the
principal. The principal shares the selected assessments with the instructional cabinet. P.S. 11 uses the instructional
cabinet as a resource to create surveys for teachers explaining their areas of expertise and areas for which they would
benefit from receiving professional development. These surveys include, but are not limited to:

- Implementation of grade-wide assessments
- Best teaching practices in Math and ELA
- Behavior modifications
- Addressing student accommodations during instruction

The instructional cabinet also provides professional development to P.S. 11 staff and attains teachers within our staff
to provide professional development within their area of expertise. Specifically, during the 2018-2019 school year, we
will incorporate any learned practices made by the Instructional Leader teachers.

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>$570,536.00</td>
<td>* 5a, 5b, 6, and 4a</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>147,744.00</td>
<td>x</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>37,416.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>6,535,802.00</td>
<td>x</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
The 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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>PS 11</strong>, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 11 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

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);

### 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;

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;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the 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 by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- ☐ Before school
- ☒ After school
- ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- ☐ K
- ☒ 1
- ☒ 2
- ☒ 3
- ☒ 4
- ☒ 5
- ☒ 6
- ☒ 7
- ☒ 8
- ☒ 9
- ☒ 10
- ☒ 11
- ☐ 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

The Title III PS 11 Queens after school program will provide direct instruction for current and former English Language Learners. Parents will be notified in both English and in their home language of the opportunity for after-school instruction. Attendance rosters and folders will be provided for the teachers providing instruction. It is their responsibility to maintain attendance records. Attendance records will be collected monthly by administration.

Students will be grouped by both grade level and English proficiency levels. Newcomers may be placed in bridge classes focusing on oral language. Instruction for emerging, transitioning, expanding and commanding level students will be geared toward addressing the ELA and Mathematics Common Core Standards. Instruction will be conducted in English with material separate from books and curriculum used during the instructional day.

Fifty students in grades one and two will be placed in four small groups and receive services under Title III funds. To best address the English, Language Arts and Language needs of these students we will focus on the Speaking and Listening CCS as well as vocabulary acquisition and use in the CCS. Students will build on their verbal vocabulary by participating in conversations, asking questions and responding to their peers and teachers during read alouds. Students will express their thoughts and ideas through pictures, words sentences and role playing. Our fifty first and second grade students will receive direct mathematical instruction to develop strategies and fluency in the areas of addition and subtraction.

Seventy students in grades three, four, five and six will receive services under Title III funds. To best address the English, Language Arts and Language needs of these students instruction will focus on the writing and language CCS. After analyzing school data we notice our ENL’s lack adequate writing skills and basic knowledge of the conventions of the English language. For these reasons students will receive direct instruction in producing a variety of clear and coherent pieces of writing. Additionally, students will receive direct grammar instruction and demonstrate a command of standard grammar rules.

Our third and fourth grade students will receive direct mathematical instruction to develop strategies and fluency for multiplying and dividing whole numbers, modeling fractions, and adding and subtracting fractions. The instructional mathematical focus for our fifth and sixth grade students receiving services under Title III funding will to be to develop strategies and fluency when multiplying and dividing fractions and to write, interpret and use expressions and equations properly.

All English Language Learners will receive direct instruction to help each student develop and build a strong mathematical vocabulary. Mathematical vocabulary words will be used daily and examples of where and when to apply such words will be stressed. All English Language Learners will use strategies and mathematical language to deconstruct word problems and solve them efficiently.
**Part B: Direct Instruction Supplemental Program Information**

The proposed submission is designed to service students that are at the various levels of acquired language: emerging, transitioning, expanding or commanding students. Students will be grouped by grade-level as well as by proficiency level.

After-School instruction is scheduled to begin on January 16, 2019 and end on May 2, 2019 on Wednesday and Thursday afternoons from 2:30pm-4:30pm. All teachers hold an ESL, Bilingual, or Common Branch license. All common branch teachers will be teamed up with a licensed ESL or Bilingual teacher. The ENL teachers will plan with the content area teachers and instruction will be shared 50/50.

The materials that will be used solely for after school ENL direct instruction are:
- Houghton Mifflin Harcourt----On Our Way To English
- People’s Publishing Group---Measuring Up
- NYS Coach Empire Edition books

**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: ____

PS 11 Queens will develop a professional learning plan for the Title III program. PS 11 Q staff members that have specific expertise in ENL instruction will plan with content area teachers to best meet the needs of the students they will be serving. These staff members will share best teaching practices how best to positively impact student learning. Professional learning and planning will take place January 9-10 and on March 7, 2019 each session will last two hours. The first session will be spent analyzing student work to design instruction. During the second session content area specialists and ENL teachers will collaborate to plan lessons that will best meet needs of the students attending the program. On March 7th teachers will assess their students’ progress and work with ENL and content specialist to modify instruction to meet students' needs.

The rationale of the professional learning program is for teachers to increase English Language Learners’ literacy and math skills. The professional learning plan will train teachers how to best instruct ENLs in the areas of speaking, writing and correct grammar. Additionally, teachers will receive training on how to engage the ENL population in a meaningful and vocabulary rich setting. Professional development will address the ENLs math needs by providing a variety of math strategies and activities that incorporate math manipulatives. Teachers will also learn how to better engage ENLs in using a math rich vocabulary through discussion to meet the Math CCS.

Additionally, teachers will be trained on how to use Imagine Learning, an online program specifically designed for English Language Learners.

Content Specialists and ENL Specialists that will provide professional learning are:

Edith Cruz
Part C: Professional Development
Linda Fisher
Pandora Stavrou
Maureen Moore
S. Rodriguez
Each will be responsible for creating an agenda for professional learning sessions and for keeping an attendance sheet. Administration will visit professional learning sessions and collect agendas and attendance sheets.

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 best address the needs of PS 11’s ENL population English classes will be offered to the parents of our current and former English Language Learners. Invitations will be sent home to parents in English, Spanish and Bengali. The focus of the English classes will be to help parents better understand the English language and become more familiar with the Common Core Standards. Email notification as well as fliers written in English, Spanish and Bengali will advertise the availability of the classes.
There will be two parent sessions offered. The sessions will be conducted on Tuesday afternoons. The first of three consecutive Tuesday afternoons beginning on January 22, 2019 and ending on February 5th, the second beginning on March 19, 2019 and ending April 2, 2019.
Parents’ will be asked to return an RSVP if they plan on attending the offered classes. Workshop agendas and attendance sheets will be submitted to administration. Parent workshops will be conducted by our Parent Coordinator, Math and Literacy Coaches, bilingual paraprofessionals will be present to assist parents and workshop facilitators.
A needs assessment will be conducted during the classes to help us assess if we are addressing parents’ concerns. It is our belief that when parents are true partners students excel.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $_____ 

<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>
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<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>______</td>
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</table>
### Part E: Budget

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

Allocation Amount: $_____

<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>
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<tbody>
<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
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<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
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>30</td>
<td>Queens</td>
<td>011</td>
</tr>
</tbody>
</table>

School Name Kathryn Phelan School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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<tbody>
<tr>
<td>Elizabeth Pena-Jorge</td>
<td>Pieranna Vaccaro</td>
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<table>
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<tr>
<th>Coach</th>
<th>School Counselor</th>
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<tr>
<td>Maureen Moore</td>
<td>Demitra Balanikas</td>
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<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent/Coordinating</th>
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</thead>
<tbody>
<tr>
<td>Sandy Kladias/ESL</td>
<td>Mindy Bichler-Green</td>
</tr>
<tr>
<td>Angelique Ramos/Bilingual</td>
<td>Parent/Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider Annmarie Krach</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent Drill Philip Composto</th>
<th>Field Support Center Staff Member type here</th>
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</thead>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 11 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 6 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 3 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 4 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics
Total number of students in school (excluding pre-K) | 1039
---|---
Total number of ELLs | 252
ELLS as share of total student population (%) | 24.25%

### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  
  - Yes ☑️  
  - No ☐  
  - If yes, indicate language(s): spanish

- Dual language program (DL)  
  - Yes ☐  
  - No ☑️  
  - If yes, indicate language(s):

- Freestanding ENL  
  - Yes ☑️  
  - No ☐

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>
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<th>4</th>
<th>5</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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### 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?

   P.S. 11 uses many tools to assess the early literacy skills of our ELL population. Some examples of assessments our teachers use are, the Fountas and Pinnell Reading Assessment System, Trophies Reading Program, and Fundations. Fountas & Pinnell helps to provide teachers with information for student phonemic awareness, decoding and encoding skills, reading fluency and reading comprehension. The Trophies Reading Program has various assessments teachers use to assess student comprehension and growth in reading skills. After every reading unit, teachers administer a reading comprehension assessment. Finally, the Fundations Program is used to assess the growth of student mastery in decoding and encoding skills. Fundations is also used to for students to understand the rules of the English language. All of these programs are combined to meet the needs of our ELL students during ELA instruction. We implement oral language skills in our instructional plans. We also create a high instructional focus on Word Study using the Fundations Program in the primary grades and
reading comprehension in all grades.

2. What structures do you have in place to support this effort?
   We have ENL support staff to provide Push-In and/or Pull-Out services. ENL support staff provide PLCs to discuss best teaching practices to support ENL student achievement.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   P.S. 11 uses the expertise of our ENL department to ensure programs are used as resources to meet the needs of our students. Also, the school instructional cabinet collaborates with the ENL department to ensure programs and resources can be altered so our ELL population receives quality instruction. We ensure our ENL students make progress through frequent informal and formal assessments created by teachers and/or provided by programs. P.S. 11 administration, the school instructional cabinet, and the ENL teachers utilize and dissect the results of the May 2017 administered NYSESLAT to assess student achievement and progress made in our ELL population's English language comprehension. Using the NYSESLAT we determine best teaching practices and instructional foci to support our ELL population make AYP on standardized exams.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   P.S. 11’s ENL department schedules ENL Push-In/ Pull-Out programs based on ENL student needs per grade and any supports needed based on teacher certification and licensing area(s).

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   P.S. 11 implements the RTI framework for our ENL population. Classroom teachers use data, both informal and formal, to assess student strengths and needs in areas of student improvement. Using teacher data, classroom teachers support students in mastering the skills they may show deficiency. First, teachers of ENL students consider how many ELLs are struggling in their classroom. Teachers identify whether a preponderance of ENL students with similar linguistic backgrounds are struggling with a concept or are there one or two students struggling with a concept? If there are few ENL students struggling with a concept, ESL teachers will differentiate instruction and provide Response to Intervention strategies (lessons) to address the needs of these few students. The RTI lessons are implemented during the school day and within the child’s classroom. The assessments for RTI students may be resources found within the programs and curriculum used for whole class instruction and/or teachers may create original tasks geared towards specific concepts ENL students with RTI need.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

The data from the 2015 - 2016 school year's NYSESLAT and the NYSITELL administered during the 2016 - 2017 school year provides data and information that helps us to create our ENL programs. Below please find the data:

Kindergarten: 50 ENL students- 34% EX; 26% TR; 26% EM; 14% EN
First Grade: 42 ENL students- 86% EX; 12% TR; 2%EN
Second Grade: 68 ENL students- 37% EX; 31% TR; 26%EM; 6% EN
Third Grade: 43 ENL students- 49% EX; 26% TR; 6% EM; 18% EN
Fourth Grade: 38 ENL students- 47% EX; 42% TR; 11% EM
Fifth Grade: 31 ENL students- 45% EX; 23% TR; 19% EM; 13% EN
Sixth Grade: 31 ENL students- 68% EX; 19% TR; 13% EN

The patterns we see in our data shows the grade with the highest percentage of expanding ELLs is in First Grade. We have supported our first grade ELLs by providing Push-In support and some students that are non-ELLs to encourage model language skills in the First Grade class.

Another pattern we see is in Grades 3, 4, 5, and 6 has at minimum 45% of of "Expanding" ELLs. In these grades students are mixed with "Commanding" ELLs and students that were never ENL learners. We look forward to see how ENL students can be motivated by their peers in learning the academic and higher vocabulary that is presented to all students in the class. Also,
teachers in these grades have used the same content area vocabulary for all students in the class: ENL, commanding and monolingual (English only) learners.

Finally, in Kindergarten, the pattern we see is the scores are evenly distributed. Kindergarten teachers use oral language skills to help our young ENL population listen, speak, read, and write in English. Students are fully immersed in the English language. Students in the Transitional Bilingual Education classes have the instruction in the target language change from 70% of the school day to 30% of instruction in the target language. Throughout the school year, some students in class may receive an increase of instruction in the English language sooner than their peers based on their English communication and academic responses in English during instruction.

Overall, based on the data, P.S. 11 has begun to incorporate grade appropriate and content rich vocabulary in all ENL classes. ENL students are exposed to the same literature and literacy skills as their English speaking peers.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In September, the assistant principal and principal review the NYSESLAT scores and gives all scores to the ENL Department and classroom teachers. These scores helps to drive instruction based on individual student needs within a classroom and our whole group ENL population.

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.

      In P.S.11, we provide ENL services in the Integrated ENL program by providing students with a dual licensed Common Branch and ESL teacher. In this ENL program, teachers are trained and certified to teach the common core learning standards and utilize the curriculum and school programs to meet the needs and challenges of their ESL students. All subjects in a Freestanding ENL class weave the concepts of ESL instruction. Teachers frequently use student prior knowledge to build upon new concepts; use visual learning frequently; define language and vocabulary prior to lessons; frequently use technology to assist in lesson instruction and build upon visual learning; and integrate cooperative learning. Students are grouped in this program based on parent surveys. Within the Freestanding ENL program, stand-alone ENL instruction is embedded to develop English language skills so that students can succeed in core content courses, such as, Social Studies, Math and Science. It is delivered by a certified ENL teacher. Within the Freestanding ENL program, Integrated ENL instruction is embedded to build English language skills through content area instruction, such as, math and science. It is delivered by a dual certified teacher (ENL and common branch) or co-teaching by a certified ENL teacher and a certified content area teacher. We support the mandate of former ELLs up to 2 years after exiting ELL status receive 90 minutes or more of stand alone or integrated ENL. In the Freestanding ENL program, Common Core aligned instruction is provided for Math instruction, English and Language Arts instruction, Science, and Social Studies. These subject areas are taught with an ESL licensed and Common Branch licensed teacher. These subject areas are taught using ENL teaching strategies.

   b. TBE program. If applicable.

      In P.S.11, we offer ENL services in the Transitional Bilingual Education program to students in grades K through 2 whose Home Language Survey indicates they are language dominant in Spanish and if parents choose to enroll their child in the TBE program. Students are grouped in this program based on parent surveys. In this program, students are provided ENL services with a dual licensed Common Branch and Bilingual teacher. In this ENL program, teachers are trained and certified to teach the common core learning standards and utilize the curriculum and school programs to meet the needs and challenges of their students. All subjects in a Transitional Bilingual Education class weave the concepts of ENL instruction and use the Spanish language for translation and instructional purposes. The percentage
of daily instruction in Spanish varies based on the student needs. In the beginning of the school year, daily instruction in Spanish may be 70% of the school day. Whereas in April, daily instruction in Spanish may be 30%. Teachers frequently use student prior knowledge to build upon new concepts; use visual learning frequently; define language and vocabulary prior to lessons; frequently use technology to assist in lesson instruction and build upon visual learning; and integrate cooperative learning. In the TBE program, Common Core aligned instruction is provided for Math instruction, English and Language Arts instruction, Science, and Social Studies. These subject areas are taught using ENL teaching strategies.

c. DL program. If applicable.
   Not Applicable

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)?

   P.S. 11 ensures the mandated number of instructional minutes delivered is based on student scores on NYSESLAT or NYSITELL. Data is gathered through ATS assessment score reports. During professional development, the following information is given to ESL and classroom teachers to ensure mandated minutes of ENL instruction are given to each individual student. Students rated "entering" receive at least 360 minutes of ENL instruction per week. Students rated "emerging" receive at least 360 minutes of ENL instruction per week. Students rated "transitioning" receive at least 180 minutes of ENL instruction per week. Students rated "expanding" receive at least 180 minutes of ENL instruction per week. Our goal is, students rated "commanding" receive at least 90 minutes of ENL instruction per week. The mandated ENL instruction is embedded in all content areas including, ELA, Math, Science, and Social Studies.

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.

   Teachers frequently use student prior knowledge to build upon new concepts; use visual learning frequently; define language and vocabulary prior to lessons; frequently use technology to assist in lesson instruction and build upon visual learning; and integrate cooperative learning. ENL and TBE teachers use these teaching strategies to accommodate ENL learning using the following programs and materials: Go Math!, StoryTown, Trophies, Harcourt Science and Social Studies, Social Studies Weekly and teacher created Writing Units of Study. All of these programs are accommodated to be Common Core aligned and meet the needs of ENL learners by using ENL teaching strategies mentioned. Go Math! has a Spanish component where the terms and letters home are translated. All of these programs and curriculums are used in the Freestanding ENL and Transitional Bilingual Education programs. P.S. 11 also has subscriptions to websites, such as, www.RAZ-Kids.com.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? The math programs, Go Math! and Envisions, have benchmark assessments after each unit of study in Spanish and those assessments are used on an "as needed" basis. For newly admitted students, TBE teachers assess literacy skills in Spanish using pieces of Spanish literature to assess reading comprehension and reading fluency. As the year progresses, the literacy measurements that are used are the Fountas and Pinnell Reading Assessment System, and chapter and unit assessments from StoryTown and Trophies. These assessments are in English. These assessments are translated based on the child's comprehension of literacy in the English language. The school's testing coordinator requests exams translated in the child's home language. The school's ENL department requests Bilingual glossaries for students to use during instruction and as a form of references when communicating in the English Language.

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

P.S. 11 teachers often combine classes for instruction. During these hours of instruction ELL students, Former ELL students, the general education population, and students whom are working above standards come together in cooperative learning groups and discuss and complete school work. During these times of cooperative learning all students are challenged to meet their individual academic expectations, make connections to prior knowledge and build upon prior knowledge, and make social growth with their peers. a. P.S. 11 differentiates instruction for SIFE students by teachers administering benchmark assessments for these students to assess and create lessons that will scaffold and meet the needs of these students. There is also a strong socio-emotional component given in the classroom environment for SIFE students to mature in their academic studies. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student’s status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner. b. P.S. 11 differentiates instruction for Former students by providing these students with a learning environment where teachers use a majority of visual learning aides to enhance student learning. In this environment the newcomer students spend a majority of their school day listening and speaking in the English language. When possible, translation and/or instruction in the home language is given by a teacher or bilingual paraprofessional. On all assessments, both State and local, these students receive time and a half to complete the assessments. c. P.S. 11 differentiates instruction for Developing students by providing these students with an environment where teachers create lessons that incorporate visual learning aides, hands-on activities, and vocabulary rich units of study that encompass ELA and more than one content area. ENL students receive time and a half to complete assessments, when there are timed exams. d. P.S. 11 differentiates instruction for Long Term students by providing these students with an environment where teachers create lessons that incorporate visual learning aides, hands-on activities, and vocabulary rich units of study that encompass ELA and more than one content area. On all assessments, both State and local, these students receive time and a half to complete the assessments. e. P.S. 11 differentiates instruction for Former ELL students by placing these students in classroom where there is a preponderance of English proficient students. In these classes, former ELLs are surrounded by students and teachers whom frequently use high academic vocabulary. These students receive at least 90 minutes of ENL instruction per week. On all assessments, both State and local, these students receive time and a half to complete all assessments.

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?

In P.S.11, we provide ESL services by providing students with a licensed Special Education teacher and support staff that is a licensed ESL teacher. These students incorporate the Integrated model. In our ENL programs, teachers are trained and certified to teach the common core learning standards and utilize the curriculum and school programs to meet the needs and challenges of their students. All subjects in our ENL classes weave the concepts of ESL instruction. Some strategies teachers frequently use student prior knowledge to build upon new concepts; use visual learning frequently; define language and vocabulary prior to lessons; frequently use technology to assist in lesson instruction and build upon visual learning; and integrate cooperative learning. Specifically, for our ELL Students with Disabilities, the IEP team determines the individual ELL’s special education services and instruction delivery. These students receive accommodations based on the mandated IEP requirements and ELL requirements. The accommodations may be given during classroom or State testing, may be given during instruction, and are always tailored to the ELL student’s individual needs. In order to accelerate English language acquisition, teachers use these materials to focus on the fundamentals of vocabulary, grammar, pronunciation, and reading comprehension in order to push students towards effective language use, and ultimately, fluency. Repetition of content area topics are done.

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?

P.S. 11 ensures our ELL Students with Disabilities attain English proficiency while addressing the mandated IEP goals by having highly qualified pedagogues create instruction that accommodates the student’s learning style to the standards. Highly qualified pedagogues may include, but are not limited to, the classroom teacher, the ENL teacher, the SETTS teacher or special education teacher, the School Psychologist and the IEP team. All members servicing the child keep data and low inference notes that describe student strengths and possible future goals in ENL and Special Education. Push-In and Pull-Out instructional services are provided by ESL and Special Education pedagogues. Such members include, A. Kelly, S. Kladias, P.
Mauclair, A. Trilivas, H. Tsai, A. Hetherington, D. Haas, C. Madej, M. McDonald, A. Porcasi, M. Rodziewicz, and M. Yapjoco. Placement of ENL students in ICT or Self Contained Special Education classes is dependent on the recommended and approved services established by the school psychologist (G. Grammatikopoulou), a special education teacher (P. Falcetta), assistant principal (E. Grabicki), SETSS provider (A. Hetherington), speech therapist (D. Haas, C. Madej, M. McDonald, or A. Porcasi), social worker (J. Maimone), and the parent of the ENL child.

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.

Intervention programs for ELLs in ELA and Math include but are not limited to: iReady, Go Math, Imagine Learning, Fundations, and Wilson. Within all of the programs, instruction is differentiated and tailored to meet the needs and challenges of our ELL population. Teachers practice the RTI model to ensure lessons and instruction is differentiated. Interventions for Science and Social Studies programs are teacher created. ENL teachers make revisions to the lessons and units within the Harcourt programs to best meet the needs of our ENL students. ENL teachers accommodate the instruction to best serve their ENL population. Within the TBE program, translation of the content areas (Math, Science and Social Studies) is provided by the TBE teacher. P.S. 11 has language paras in few classes. These paraprofessionals provide translation in content area instruction. The languages these paraprofessionals speak are either Bengali or Spanish.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

As mentioned, P.S. 11 will implement a new math resource to address the math curriculum and standards. Go Math has an ENL component that will help our ENL teachers create instruction that meets the needs of our ENL students.

10. If you had a bilingual program, what was the reason you closed it?

All services and programs will continue and remain.

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

All ENL classes use the same resources as the general education population. These programs are: Go Math!, Envisions, StoryTown and Trophies. ENL teachers tailor the programs using their pedagogical expertise to address the needs of the ENL population. Title III funds help to create after - school ENL programs that are offered to all students entitled to ENL services during the school day and offered to former ELL students to help with their transition of ELL identification. Also, based on New York State test scores and/or teacher recommendations after-school programs are offered to our ELL and Former ELL populations for Academic Intervention purposes or Academic Enrichment purposes. P.S. 11 also offers Saturday Science Workshops, Chorus, and Drama Club. Students are invited by receiving a parent notice. Parents sign and return giving their child permission to remain for the after school programs. ELLs fully participate by remaining during after school hours. ELLs are represented through their own participation.

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.

To support our ELL population teachers uses hands-on materials, visual aides, technology, and the incorporation of cooperative learning. Teachers frequently use student prior knowledge to build upon new concepts; use visual learning frequently; define language and vocabulary prior to lessons; frequently use technology to assist in lesson instruction and build upon visual learning; and integrate cooperative learning. These strategies are used in ELA and all content areas. Frequently, our teachers create thematic units of study to incorporate one or more content areas with ELA. Some examples of materials used are iPads, Base-ten blocks, SmartBoards, Promethean Boards, laptops and Fraction Tiles. Students in the TBE class have access to a Spanish library in their classroom.

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

Home Language support is given through frequent parent workshops given by our Parent Coordinator, Linda Schuler. During these workshops, translators are available. Notices sent from the school to parents are given in the child’s home language, when available. Teachers in a Freestanding ENL class request and receive translators during Parent Teacher Conferences and
any parent meetings. In the Transitional Bilingual classes, teachers provide translations and literary accommodations in the native language received in the Bilingual class. Paraprofessionals whom are fluent in Bengali provide translations in texts we send home and provide translation in workshops provided. Using the Imagine Learning Program and incorporating Bilingual glossaries, home language is supported and assessed with the classroom. Also, in the TBE program, there are instructional materials that are available in the Target Instructional Language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
P.S. 11 ensures all mandated services and resources support and correspond to an ELL’s grade and age level by utilizing highly qualified ENL teachers and classroom teachers to create lessons and units of study that are appropriate to the standards and meet the needs and challenges of the ENL student.

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?

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).

Last year, P.S. 11 created a welcoming school environment by having frequent parent orientations, parent workshops, and parent meetings during the mandated dates set forth by Chancellor Carmen Fariña in September, November, March, and May. We also began hosting parent workshops and parent meetings tailored to content areas and grade level frequently throughout the year on Tuesday afternoons and during the evenings. During these parent workshops and meetings, translations were made available to parents. All classroom teachers, administration, paraprofessionals and school based support team members were involved. New incoming students receive one-to-one attention from guidance counselors and administration to help them ease into their new environment.

17. What language electives are offered to ELLs?
NONE

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)?

Not Applicable

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?

The ELL personnel in P.S. 11 includes: Sixth Grade Teacher, M. Radoncic; Fifth Grade Teacher, Edith Cruz; Fourth Grade Teacher, Laura Olivares; Second Grade Teacher, M. Escalante; First Grade Teacher, S. Llakmani; First Grade Teacher, A. Ramos, and Kindergarten Teacher, S. Rodriguez. ENL instruction as a "push-in" or "pull - out" service is provided by, A. Kelly, S. Kladias, P/ Mauclair, A. Trilivas and H. Tsai. The above teachers meet frequently to discuss best teaching practices in the ENL classroom and utilizing resources to meet the needs of their students. Teachers create their own schedules to meet on Tuesday afternoons and/or administration provides support and discussion objectives on Monday afternoons. Administrators: Elizabeth Pena-Jorge, Eva Grabicki, Tracy Sullivan, and Pieranna Vaccaro Paraprofessionals: Ana Adames, Maria Ayala, Jorge
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.

As mentioned, P.S. 11 provides professional development is given to teachers of ELLS on Monday afternoons. Teachers are provided professional development in ENL education mandates and effective teaching strategies on at least two Mondays a month. Using the expertise of ENL teachers, classroom teachers, the Math and Literacy Coach, and administration data is collected to analyze student strengths and promote student academic growth. Materials, resources, Common Core learning standards, and best practices are discussed to ensure our ELL population is receiving high quality education.

Resources, recent published research, and any district and/or NYCDOE ELL seminars attended are discussed and “turn-keyed.” Agendas and attendance sheets are kept on file in the Principal’s office.

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?

For the 2017-2018 school year, teachers plan on using the "Parent Engagement Time" on Tuesday afternoons to provide individual, one to one conferences with parents of our ELL population.

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

P.S. 11 has a Parent Coordinator, Linda Schuler, that fosters parental involvement by creating parent workshops on how parents of our ELL population can support student growth. Also, our PTA president, Mindy Greene frequently extends invitations to the school workshops and school activities to encourage parental involvement. Teachers frequently have academic celebrations during the school day in which ELL parents are invited to see academic accomplishments. Teachers also provide workshops in their classrooms so they may show academic expectations for the students at different points of the school year. During the 2016-2017 school year, P.S. 11 hosted Science Workshops, Math and ELA workshops, New York State testing workshops, Parent Career Day, Cultural Day/ Family Night, and Parent Read-Aloud Day. We plan to continue and expand on these activities for the 2017-2018 school year.

Additional Information

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

Paste response here:
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, Elizabeth Pena Jorge, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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>Elizabeth Pena-Jorge</td>
<td>Principal</td>
<td></td>
<td>06/01/17</td>
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<tr>
<td>Pieranna Vaccaro</td>
<td>Assistant Principal</td>
<td></td>
<td>06/01/17</td>
</tr>
<tr>
<td>Linda Schuler</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/01/17</td>
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<tr>
<td>Alison Kelly/ ENL</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/04/17</td>
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<tr>
<td>Mindy Bichler</td>
<td>Parent</td>
<td></td>
<td>06/01/17</td>
</tr>
<tr>
<td>Angelique Ramos/ TBE</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/01/17</td>
</tr>
<tr>
<td>Sandy Kladas/ ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/01/17</td>
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<tr>
<td>Linda Fisher</td>
<td>Coach</td>
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<td>06/01/17</td>
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<tr>
<td>Maureen Moore</td>
<td>Coach</td>
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<td>06/01/17</td>
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<tr>
<td>Demitra Balanikas</td>
<td>School Counselor</td>
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<td>06/01/17</td>
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<tr>
<td>Dr. Philip Composto</td>
<td>Superintendent</td>
<td></td>
<td>06/01/17</td>
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<tr>
<td>Evelyn Mosquea</td>
<td>Field Support Center Staff Member</td>
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<td>Other _____</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 30Q011 School Name: Kathryn Phelan Superintendent: Dr. Composto

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>
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<tbody>
<tr>
<td>(*Primary)</td>
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* 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.

   Home Language Surveys are closely reviewed at the time of registration. Our pupil accounting secretary enters the data on ATS that found on the back of the HLS. We look closely at the RAPL (Adult Preferred Language Report) generated on ATS to ensure data is correct. Also, as an immediate search the Emergency Blue Contact has the information. Teachers also send out surveys regarding their preferred language for 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>
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</thead>
<tbody>
<tr>
<td>Parents' preferred languages for both written and oral communication are Bengali, Spanish, Punjabi, Chinese, Tibetan, Thai, Arabic, Telugu, Filipino, Korean, Burmese, Hindi, Nepali, Vietnamese, Turkish, Urdu, and Japanese.</td>
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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.

<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>Welcome Parent Packet, Surveys, School Calendar, Parent-Teacher announcements, student progress reports, Woodside on the Move DYCD information, students' academic goals, special events invitations, Parent Teacher Association information, summer school information, School Leadership letters, city assessment (pre- and post assessments) dates and details, New York State testing dates and make-up dates, Parent Coordinator workshops, school year calendar, special education documents. Progress reports are also translated for parents.</td>
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</table>

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.
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>
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</thead>
<tbody>
<tr>
<td>September 17, 2015- Curriculum Night</td>
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<td>November 5, 2015- Parent Teacher Conference</td>
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<td>March 3, 2016- Parent Teacher Conference</td>
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<tr>
<td>May 12, 2016- Parent Night (Future Grade Expectations)</td>
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<tr>
<td>November 25, 2015 (tentative) - Cultural Day</td>
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<td>February 12, 2016 (tentative)- Career Day</td>
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<tr>
<td>April 22, 2016 (tentative)- Parent Read Aloud Day</td>
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<td>October 2015 (TBD)- Science Saturday</td>
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<tr>
<td>December 2015- Glee Club Concert</td>
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<td>Anticipated interactions: Guidance, School Assessment Team, School Improvement Team, Attendance Teacher, Social Worker, Parent Coordinator, teachers, Woodside on the Move director, school nurse, and general office staff have informal interactions with PS 11 on a consistent basis.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

**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.

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.)

Parents will receive their Bill of Parent Rights and Responsibilities, signs will be clearly posted in the building informing them of the covered languages and availability of interpretation services, Parents’ Guide to Language Access will be distributed and the security desk and main offices will have a visible language id guide. All of the above documents will also be available in the Parent Coordinator’s office. The LAC will be available for parents and they will attend any required Professional Development sessions.

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?

Parents will have the opportunity to give us feedback via surveys approved by the SLT. Our open-door policy allows us to have informal conversations with parents about their needs. Staff is able to meet with parents on any Tuesday afternoon, time designated for parental contact, or any other time by appointment. The PTA and LAC is available for any parent feedback.