

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Goal #1: Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, All Students will improve their Mathematics performance by two benchmark levels as measured by the Teacher-made test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will administer assessments created by the grade level (teachers and the math coach in order to create a system to track student achievement.</p> <p>Teachers will use portfolios to communicate goals and progress to families in lieu of report cards.</p> <p>The Math Coach will continue to provide professional development during grade conferences in order to support the data collection process and the instructional goals for each grade level.</p> <p>The SLT will continue to provide evening workshops in order to communicate the Math goals to the school community.</p> <p>Math instruction will be departmentalized in the gifted and talented classes in grades 1-4 and in all 5th grade classes.</p> <p>Small group instruction in math will continue to take place in grade K-5 during the extended day. Students in grades 3-5 will be invited to Saturday Academy for test preparation based on data collected from the ITA's and teacher assessments.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Teachers and administrators will present the math expectations to the school community in evening workshops sponsored by the SLT.</p> <p>The school will provide the materials necessary for teachers to create portfolios in lieu of report cards.</p> <p>The Math Coach will continue to provide professional development.</p> <p>Saturday Academy will provide test preparation for 3-5 students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress towards benchmarks will be reported every 4-5 weeks and aligned with each math unit.</p> <p>Teacher made tests will indicate progress toward mastering strands in Common Core State Standards.</p>

Subject Area
(where relevant) :

Goal #2 Literacy Across the
Grades

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 , All Students will improve their ELA performance to meet or exceed grade level benchmarks as measured by the TCRWP Reading and Writing Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Reading Recovery will continue to support first grade students. A full time literacy coach will support teachers. Teachers and administrators will continue to receive professional development from Teachers' College. Teachers' College lab sites and conference days will also be part of the professional development for literacy.</p>

	<p>The SLT will continue to provide literacy workshops in order to communicate Literacy goals to the school community.</p> <p>Portfolios will be used for continued goal setting for individual students in order to communicate to families and promote an awareness of the goals necessary to achieve benchmarks and continuous home and school collaborations.</p> <p>Small group instruction in ELA will continue to take place in grade K-5 during the extended day. Grade levels will provide intervention services in flexible cross class grouping during this time. Students in grades 3-5 will be invited to attend Saturday Academy for test preparation based on data from the ELA ITA's.</p> <p>Teachers will use portfolios to communicate goals to families in lieu of report cards.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Teachers and administrators will present the reading expectations to the school community in evening workshops sponsored by the SLT.</p> <p>The school will provide the materials necessary for teachers to create portfolios in lieu of report cards.</p> <p>Assessment Pro will be utilized to report school wide trends in improvement.</p> <p>The literacy coach will continue to provide support to teachers.</p> <p>Staff Development provided by Teachers College will continue to support professional development.</p> <p>Saturday Academy will provide additional test preparation for students based on need.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will continue to use the TCRWP Assessment Pro to enter data in order to track student progress four times a year. Teachers will report reading data at additional intervals beyond the Assessment Pro collection periods, in order to maintain a consistent communication of student progress every 6-8 weeks. Students will be expected to progress according to the benchmarks for their grade level.</p>

Subject Area
(where relevant) :

Goal #3 Literacy Based Inquiry
Work

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 , Students with Disabilities in CTT (ICTM) classes will improve their ELA performance by 20% all as measured by the New York State Assessment and the exemplary proficiency gains on the school progress report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Grade level inquiry teams will meet to discuss the progress of these students and will create instructional plans to align their goals with the necessary skills and strategies to meet the state exam standards. Grade level liaisons will meet with administrators in order to track and report progress toward Inquiry Goals. ITA's (Instructionally Targeted Assessments) will be administered in grades 3-5 in order to align instruction with the strategies necessary to make progress toward state exam grade level benchmarks. Students will continue to attend extended day and also be invited to attend Saturday Academy for test preparation based on need. Teachers will communicate progress to families via portfolios in lieu of traditional report cards. The SLT will continue to provide information to families by sponsoring a literacy night. The fourth grade will begin differentiated word work across the entire grade.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Administrators will continue to meet with grade level inquiry teams during grade conferences. Administrators will meet with a core group of liaisons before and after school to track progress. Inquiry teams will provide professional development in June in order to communicate the focus and progress of grade level inquiry teams. Materials will be purchased to drive instructional plans for these students based on data collection and focus of instruction. Saturday Academy will provide test preparation intervention for students in grades 3-5.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress toward grade level generated inquiry team short term (quarterly) and long term (annual) goals. Data from ITAs will be used to group students for instruction and to determine if students are meeting goals.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR
RESTRUCTURING**

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	18	15	N/A	N/A	3		2	
1	25	20	N/A	N/A	1			
2	30	27	N/A	N/A			3	
3	28	15	N/A	N/A	2		3	
4	26	19	28	28	3		4	
5	27	16	27	27	4			
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Extended Day: Small group targeted intervention given in the mornings before school. Reading Recovery: Provided to 1st Graders (one on one) during the school day. Each grade level identifies a minimum of 15 students for an Inquiry Team Study.</p>
<p>Mathematics:</p>	<p>Math Coach works with a small group during the extended day. Extended Day: Small group targeted intervention given in the mornings before school.</p>
<p>Science:</p>	<p>Our 4th Grade students are given state assessments in the Spring. The students who are identified as possibly scoring Level 1 or 2 are given additional instruction in content area books as part of the extended day program. Those 5th Grade students who did score a level 1 or 2 on the 4th Grade science exam are also offered additional support in the extended day program with content area literacy activities.</p> <p>Additionally content instruction is provided as part of the literacy intervention program in grades K-5 in extended day.</p>
<p>Social Studies:</p>	<p>Our 4th and 5th Grade students who are identified as possibly scoring level 1 or 2 are offered academic intervention in the extended day program in the form of content area literacy activities.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselor works with small groups of at risk students. Additionally, the Guidance Counselor sponsors Big Brother/Big Sister for the 5th Grade and also implements Peer Mediation with 3rd Grade students, in order to provide support for students in the areas of conflict resolution and problem solving among their peers.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School Psychologist works with students individually.</p>

At-risk Services Provided by the Social Worker:	School Social Worker meets with students individually Ryan Center Social Worker meets with students individually and in small groups
At-risk Health-related Services:	Ryan Center provides students and families with medical attention.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 21

Non-LEP 4

Number of Teachers 2

Other Staff (Specify) 6 classroom teachers, speech teacher, reading teacher, reading recovery teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The total number of ELLs: 21

The total number of SIFE: 0

The total number of newcomers: 1

The total number of ELLs in 4-6 years: 10

The total number of ELLs in special education: 5

The following is the total number of ELL students by grade (all students receive a combination of push in/pull out services).

5 students in the 5th Grade 3 Spanish, 2 Arabic

2 students in the 4th Grade 1 Chinese, 1 Fukinese

3 students in the 3rd Grade 1 Serbian, 1 Arabic, 1 Chinese

2 students in the 2nd Grade 1 Spanish, 1 Swedish

5 students in the 1st Grade 1 Spanish, 1 Russian, 2 Chinese, 1 Arabic

4 students in Kindergarten 4 Spanish

Currently students enrolled in ESL classes speak), Arabic (5), Bengali (1), Hungarian (1), Chinese (5), Spanish (10), and Russian (1), Swedish (1). The largest group of ELLs are students in 1st and 5th Grade. Rosetta Stone materials will be purchased to use in the after-school program. This program provides individualized instruction in English. Students are issued a user name and password and their individualized profiles are tracked by the ESL teacher. They can gain access to their accounts from any computer, which will allow them to practice whenever they have access and not just limit them to the after-school program times. Non-fiction research which is also a part of the after-school program promotes content area knowledge. The students will be serviced two days per week by the ESL teacher and the reading recovery teacher (who is also bi-lingual certified). Students will be serviced in two separate groups Tuesday will focus on beginners and intermediate students and Wednesday will be for advanced students. The Wednesday program will primarily be preparation for NYSESLAT, with some classes scheduled in the computer lab in order to familiarize the students with the Rosetta Stone online program. The Tuesday class will have a more oral language base and consist of content-based activities in order to promote language acquisition. The Tuesday classes will also incorporate field trips to local stores, museums, and the library. Some Tuesday classes will also be held in the computer lab in order for the beginner/intermediate students to become familiar with the Rosetta Stone software. All students will receive instruction in English. Families will be invited to the computer lab as part of parent workshops to discuss the progress of their children and to answer any questions about how to use the Rosetta Stone program at home. The program will run from October 13th through May 2010.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development for all teachers:

- This year, we will have a small focus group consisting of the ESL teacher, one Reading Recovery teacher, the Reading Teacher, one Speech and six classroom teachers. The ELL professional study group will focus on moving students to proficiency levels in the key areas of grammar, vocabulary, and sight words. The goal of the instruction will be to move students from using simple sentences to full sentences that include accurate syntax or sentence structure. Methods will be explored to give direct instruction in basic sight words and provide opportunities for students to be challenged to use these words proficiently when reading, speaking, and writing. The study group will also explore methods to move ELL students from the use of basic vocabulary to more complex words in English that they will encounter in popular children's books. The overall goal of the study group is for teachers to explore ways for students to improve in all areas of grammar, sight words, and vocabulary as they continue to master the English language. We will introduce articles and research findings on the teaching and learning of ELL students. We will also study the connections between speech services, reading intervention and ESL in an effort to streamline communication regarding the ELL students. The ESL teacher, speech teacher and reading teachers will meet regularly with the team of teachers to examine oral language assessments and language development assessments and create a program of instruction for the ELL students based on their findings. The ELL teacher will mentor the cooperating teachers so that they may incorporate second-language-learning strategies and techniques to their teaching styles. (CR154, IV, pt.4)
 - New teachers receive notification of mandated ESL training.
 - All teachers serving ELL students will be encouraged and supported in participating in LSO professional development offerings. (CR154, IV)
 - The ELL teacher at P.S. 11 will meet bi-monthly during prep periods, with the cooperating classroom teachers to discuss appropriate strategies, materials and methods of assessment for implementing new standards in their classes.
 - Rosetta Stone online access will be purchased to encourage families to support their students at home and to compliment the homework help portion of the P.S. 11 After-school Program (a program separate from our ESL after-school program).

Section III. Title III Budget

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School: P.S. 11 William T. Harris

BEDS Code: 310200010011

Allocation Amount:		
Budget Category	Budgeted	Explanation of expenditures in this category as it relates to the

	Amount	program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,392.03	122 hours of per-session for two licensed ESL teachers to support ELL Students: 122 hours x \$49.89 (current teacher per session rate with fringe) = \$6086.58) 45 hours of supervisor support @ \$52.21= \$2,349.45. Staff Development rate for professional development 10 teachers for 5 sessions (50 hours @ \$19.12 = \$956.00)
Purchased services - High quality staff and curriculum development contracts	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,500.00	NYSESLAT test prep materials, vocabulary development materials, Literacy and Oral language assessments, Language Development assessments, field trips Vocabulary development assessments and materials \$1,200.00 Field trips \$300.00 Assessments – TOLDP4 Test of Language Development-Primary and ITPA-3: Illinois Test of Psycholinguistic Abilities Materials- Sight word builder, simple sentence match-ups, sentence building learning center, creating sight word sentences, NYSESLAT test prep: Getting Ready for the NYSESLAT and Beyond
Educational Software (Object Code 199)	\$3,760.00	Software Rosetta Stone \$3,385.00 for 35 users online Teacher materials (3 levels) \$375.00
Travel	N/A	N/A
Other	\$347.97	Workshop materials
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The staff was surveyed to assess the need for translations. Based on this data, oral interpreters are scheduled to attend parent conferences two times a year. Additionally, translators are available to attend family involvement events. NYC Department of Education provides translation services for written communications. The Parent Handbook has been translated based on prior needs and new admits.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our ELL population remains predominantly Spanish-speaking. There are several staff members fluent in Spanish. Other needs are being met by LIS Translations services or DOE translators via phone. We also have a parent volunteer who assists with Arabic translations. The School Leadership Team is aware of the language needs and is using this information to make decisions regarding which languages to provide translation services for during family events and conferences.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The Department of Education provides written-translation services to schools. This summer, the parent coordinator once again contacted the DOE translators to provide translations in the home languages of our students. Additionally, all parent communications are currently translated into the necessary languages. The DOE also provides notices in other languages of all pertinent school information such as promotion-in-doubt and summer school letters and the student discipline code.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Most oral interpretations are being provided by LIS Translation Services. They are invited to parent conferences and school events in order to provide translation services. Many of our staff are fluent in Spanish. Parent volunteers are also utilized if necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school sends home communication in the predominant languages according to the home language surveys and a recent teacher survey regarding the necessary translation services. The school has written report cards which were sent to the DOE translation services for translation into home languages. Parent conferences are held with interpreters when necessary and family events provide oral translators. All letters pertaining to academic performance (promotion-in-doubt and summer school) are sent home in the home language. These communications are provided by the Department of Education. The Parent Handbook is translated into home languages by the DOE translation services. The school has posted notices in home languages in a common area of the school in order to notify families of the availability of translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	350,416	110,156	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,609		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,028.67	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,057.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 11 School Parental Involvement Policy

P.S. 11 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. P.S. 11 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Our Title One committee is a sub-committee of the PTA Executive Board. This Committee plans how our parent-involvement funds are allocated.
2. PS11 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Families participate on the School Leadership Team and assist in writing the Comprehensive Education Plan. All families are surveyed in order to provide input for this plan.
3. P.S. 11 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The PTA maintains a website in order to facilitate communication to the families. Several years ago Title I funds were used to purchase School Messenger Service. This service provides a telephone-communication tool to keep families informed about school events and to follow up on student absences. Class parents are sent all communication electronically and volunteer to distribute information to other parents in individual classes. The parent coordinator send home a weekly e-newsletter.
4. P.S. 11 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [The Universal Pre K preschool program], by: Continuing to involve the Universal Pre-K teacher as a member of the PTA Executive Board and the School Leadership Team. Her participation on these committees will ensure parents are kept informed about the program. She also identifies and provides early intervention for students prior to being enrolled as part of the regular school population.
5. P.S. 11 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The School Leadership Team writes a survey annually to be distributed to the school community. Families are encouraged to participate in the survey. The data from the survey is then aggregated and reported to the School Leadership Team to inform the writing of the Comprehensive Education Plan. The SLT also reviews the responses the Annual Learning Environment Survey.
6. P.S. 11 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Parent conferences are held each year in November and March. In February, promotions-in-doubt conferences are held to notify parents of possible summer school attendance or retention. These conferences can be facilitated by an oral translator when necessary.
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

continuing to offer parent workshops focused on skills and strategies to help their children succeed in school. Also, a new Progress Report was developed by teachers to give families a deeper understanding of their child's strengths and needs. These reports have been translated into all needed languages.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing family night events which include the staff. Activities listed previously will continue.
- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The parent coordinator will facilitate all translation services in conjunction with the ELL teacher. The PTA will continue to work with the office staff to ensure communication is sent home in a timely manner.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Comprehensive Education Plan. This policy was adopted by P.S. 11 on October 21, 2009 and will be in effect for the period of one year.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 11, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

School Responsibilities

P.S. 11 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The staff of P.S. 11 will continue to work with staff developers and coaches in order to deepen their craft. Staff will also be assessed both formally and informally by school administrators. In-house PD will happen on a regular basis. Teachers will be given at least one common planning time per week. The staff will also adhere to the P.S. 11 Community Standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Conferences will take place in alignment with the DOE mandates.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports are issued three times per year. Families of students who are at risk of not meeting grade-wide standards will be notified on an ongoing basis throughout the year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff members will all have email accounts. Staff will also make themselves available to meet with parents during scheduled prep periods throughout the week. Teachers will also send home monthly newsletters to families.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Each class has a class parent. Family Friday events will happen each month. In this program, all classrooms will be opened to parents once a month.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Parental Involvement Policy will be revised based on parent input provided to School Leadership Team.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering to help with my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Support my child in understanding the P.S. 11 Community Standards.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see section IV: Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Please see sections V and VI: Annual School Goals and Action Plan

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

○ Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Please see sections V and VI: Annual School Goals and Action Plan
o Help provide an enriched and accelerated curriculum.

Please see sections V and VI: Annual School Goals and Action Plan
o Meet the educational needs of historically underserved populations.

Please see sections V and VI: Annual School Goals and Action Plan
o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Please see sections V and VI: Annual School Goals and Action Plan
o Are consistent with and are designed to implement State and local improvement, if any.

Please see sections V and VI: Annual School Goals and Action Plan
3. Instruction by highly qualified staff.

100% of staff are highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- i. Staff developers from Teachers College Reading and Writing Project work with teachers lab sites throughout the year.
- ii. Staff members also attend workshops at Teachers College Reading and Writing Project.
- iii. Full time Literacy and Math coaches work with teachers one on one.
- iv. Grade meeting are held weekly with coaches and administrators.
- v. ICI-LSO provides support in areas of math.
- vi. Teachers attend summer workshops in math, reading and writing.
- vii. Monthly Faculty conferences are held.
- viii. After-school study groups are formed to study best practices and recent research.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Hiring Committee works to network and recruit.
- Positions are advertised through DOE Open Market
- Local Universities are contacted.
- Student teachers (NYU and Columbia U) work in classrooms and are observed by administrators.

6. Strategies to increase parental involvement through means such as family literacy services.

- Parent workshops are held throughout the year.
- Monthly newsletters are sent home by teachers.
- Weekly e-newsletters are sent home by Parent Coordinator.
- Family Friday events allow parents to spend time in classrooms.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Teachers are included in all assessment decisions

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Student data is submitted to administrators every 6 weeks.
- AIS services are provided to students at risk.
- Extended day small group instruction.
- Red Folder program serves as a communication system between service providers and classroom teachers

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Stop the Violence Grant funds after-school program
- Ryan Center offers health and nutrition instruction. They also provide medical assistance to students and families

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA.

The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

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

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)
P.S. 11 currently has no Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

