



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ADOLPH S OCHS SCHOOL AND ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M111

PRINCIPAL: IRMA MEDINA EMAIL: IMEDINA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Irma Medina	*Principal or Designee	<i>Irma Medina</i>
Michelle Arket	*UFT Chapter Leader or Designee	<i>Michelle Arket</i>
Migdalia Colon	*PA/PTA President or Designated Co-President	<i>Migdalia Colon</i>
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Samantha Cavallo	Member/UFT Co Chair	<i>Samantha Cavallo</i>
Rebecca Greene	Member/Staff	<i>Rebecca Greene</i>
Clara Harvey	Member/Staff	<i>Clara Harvey</i>
Ivette Rolon	Member/Parent	<i>Ivette Rolon</i>
Evelyn Ceballos	Member/Parent	<i>Evelyn Ceballos</i>
Rose Amster	Member/Parent	<i>Rose Amster</i>
Sandra Hyatt	Member/Parent	<i>Sandra Hyatt</i>

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, our English Language Learner student groups in grades four through eight will increase their skills in comprehending information text, a key component of the Common Core Learning Standards and will exceed last year's citywide average, raising the percentage of correct answers to multiple choice questions involving informational texts to 60%.

Comprehensive needs assessment

We noticed that on the 2010-2011's statewide language arts exam, that our English Language Learners students groups in grades four through eight correctly answered an average of 52.6% multiple choice questions involving informational text – a rate roughly three percentage points below the citywide average.

Instructional strategies/activities

According to the CCSS, fourth grade students must be able to determine the main idea of a text and explain how it is supported by key details. Students must also be able to summarize a text and compare and contrast different topics and ideas. They must be able to interpret information presented visually. Using the Teacher's College Reading and Writing Project's units of study, students will have a variety of opportunities to practice this work. The TCRWP Units spotlight the skills of determining importance, finding the main ideas and supporting details, summary and reading to learn. In order for students to read and comprehend informational texts as stated in the CCLS, teachers will scaffold this work through various graphic organizers, boxes and bullets and presenting a wide variety of expository, narrative and hybrid nonfiction texts. The work will be carried across grades 4-8, using varied levels, shared reading experiences and read alouds for our English Language Learners.

Pre-assessments will be given throughout these non-fiction units to create baselines for all students and opportunities for teachers to build on strengths and weaknesses. Rubrics will be used to assess students' abilities to identify main ideas, details and summarize texts.

Teachers will meet during grade meetings with the school's literacy coach, professional development days and planning periods to analyze student work and prepare lessons aligned to CCLS.

Strategies to increase parental involvement

- Parents are invited to participate in the school wide ELA night in which teachers present models and examples of ELA units across grades. Parents and students participate in a variety of activities which help provide parents with different ways to scaffold for their children at home. Parents are also given a variety of materials to use with their children in order to help them attain the necessary skills for reading and writing.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will meet during grade meetings with the school’s literacy coach, professional development days and planning periods to analyze student work and prepare lessons aligned to CCLS.

Teachers attend calendar days for Professional Development at TCRWP, staff developers model lessons and create labsites during scheduled days, plan and revise lessons with literacy coach, teacher leaders and grade teams.

Service and program coordination

Students will be provided with additional instructional support through an after school enrichment program and Title III ELL Program.

Budget and resources alignment

SWP, Contract for Excellence, TL Fair Student Funding, Title I ELL Program, Title IIA Supplemental and Title III.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, English Language Learners student groups in grades 4-8 will raise the percentage of points on open-ended, extended response questions to 50%.

Comprehensive needs assessment

We noticed that on the 2010-2011’sstatewide mathematics exam, that our English Language Learner student groups in grades four through eight correctly answered an average of 42.4%.

Instructional strategies/activities

Teachers supplement Everyday Math curriculum with other programs to increase student’s oral and written explanation when solving mathematical word problems. This will push students to reason abstractly and quantitatively which aligns with the Mathematical CCLS across all grades. English Language Learners will use visuals, manipulatives, and solve problems in authentic context.

Strategies to increase parental involvement

Parents are invited to participate in the school wide Family Math Night in which teachers present models and examples of math units/concepts across grades. Parents and students participate in a variety of activities which help provide parents with different ways to scaffold for their children at home. Parents are also given a variety of materials to use with their children in order to help them attain the necessary skills for math.

Strategies for attracting Highly Qualified Teachers (HQT)

Teacher teams meet with the Network Math Specialist to help plan, revise, analyze data and student work to improve math teaching practices and student learning.

Service and program coordination

Students will be provided with additional instructional support through an after school enrichment program and Title III ELL Program.

Budget and resources alignment

SWP, Contract for Excellence, TL Fair Student Funding, Title I ELL Program, Title IIA Supplemental and Title III.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, we would like to decrease the percentage of middle school students who feel threatened or bullied by 10% as measured in the Learning Environment Survey.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the 2010-2011 Learning Environment Survey, we noted that 23% of the middle school students stated that they feel threaten or bullied by other students. We understand that all children need a safe, risk-free learning environment in order to maximize student achievement and work toward higher achievement standards.

Instructional strategies/activities

Activity 1 Advisory Groups

We will meet weekly in Advisory Groups to establish a caring, trusting and neutral learning community between students and teachers

- We will implement “Overcoming Obstacles” – an advisory program for Grades 7-8 and “Peacebuilders” in Grade 6

Activity 2 School Support and Community Based Partnerships

- Continue with outside social services and support with social workers from the Jewish Board of Children and Family Services
- Mentoring Programs (Big Brother/Big Sister, Junior Achievement, Kenneth Cole)
- Pending partnerships with Leggs Mason and Ralph Lauren
- Peer Mediation
- Lunch Time Clubs

Survey students in December and February – they will participate in the 2011 2012 Learning Environment Survey in April

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school will distribute a parent handbook that is translated in Spanish

Parents will receive on-going training on how to use the ARIS Parent Link and web sites on parenting, communicating with adolescents and warning signs

Strategies for attracting Highly Qualified Teachers (HQT)

Professional Development to Respect for All training, working alongside staff from the **New York Psychoanalytic Institute Child Outreach Project, teacher training with RAMAPO techniques and coach, teachers trained led schoolwide PD to implement strategies and techniques shared from program.**

Service and program coordination

RAMAPO, Mentoring Programs: Big Brother/Big Sister, Kenneth Cole, Teachers and Writers Collaborative, Learning Leaders in classrooms, Broadway Jr. Musical Production, Peer Mediation, Lunch Clubs and Advisory Groups.

Additional Programs added: Overcoming Obstacles for grades 7-8 and Peacebuilders in grade 6; we will continue with outside social services and support with social workers from the Jewish Board of Children and Family Services

Budget and resources alignment

SWP, Contract for Excellence, TL Fair Student Funding, Title I ELL Program, Title IIA Supplemental and Title III.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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				
K	4	0	N/A	N/A	1	0	0	0
1	10	2	N/A	N/A	0	0	0	2
2	3	0	N/A	N/A	1	0	0	2
3	4	1	N/A	N/A	0	0	0	2
4	8	1	0	0	1	0	0	3
5	5	1	0	0	0	0	0	3
6	8	6	0	3	3	0	0	6
7	8	4	13	2	0	0	0	2
8	10	6	5	2	0	0	0	1
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Reading Recovery: one on one reading support for first grade students</p> <p>Wilson: small group intervention for students who need support with decoding and spelling</p> <p>ReadersTheatre</p> <p>After School Theatre and Puppetry Program</p> <p>Imagine Learning Online Reading Software Program for ELLs</p> <p>Power Lunch/Everybody Wins</p> <p>Foundations: small group/whole class intervention which brings multi-sensory techniques to instruction</p> <p>At-Risk SETTS: small group support from service providers who push into regular class settings</p> <p>All services are provided during the school day and/or during extended time hours</p>
Mathematics	<p>Small group instruction based on specific needs (ex. Place value, division) – various groups at different grade levels</p> <p>At-Risk SETTS: small group support from service providers who push into regular class settings</p> <p>All services are provided during the school day and/or during extended time hours</p>
Science	<p>Conferring and small group intervention during science class periods.</p> <p>Interdisciplinary instruction is provided during ELA and Math extended time groups to address</p>

	<p>students who scored a level 1 and 2 on the fourth grade state science test</p> <p>Services are provided during the school day and/or extended time hours</p>
Social Studies	<p>Conferring and small group intervention during humanities classes.</p> <p>Services are provided during the school day and/or during extended time hours.</p>
At-risk Services provided by the Guidance Counselor	<p>Small group counseling during the school day.</p> <p>“Peace Builders” curriculum to support tolerance and positivity in the school community.</p> <p>All services are provided during the school day and/or during extended time hours.</p>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<p>Small group/one on one counseling during the school day with social workers from the Jewish Board of Children and Family Services.</p>
At-risk Health-related Services	<p>Nurse provides Open Airways (Asthma) classes during lunch periods and for the Attendance Summit for parents and children.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school, P.S./I.S 111. Therefore, our school, P.S./I.S. 111, is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between P.S./I.S 111 and the families. P.S. 111'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 our school community. Our school will support parents and families of Title I students by:

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

P.S./I.S 111'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. Our 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 our 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 P.S./I.S. 111'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 P.S./I.S 111'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, P.S./I.S 111 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

P.S./I.S. 111 will further encourage school-level parental involvement by:

- a) holding an annual Title I Parent Curriculum Conference;
- b) hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- c) encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- d) supporting or hosting Family Day events;
- e) establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- f) hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- g) encouraging more parents to become trained school volunteers;
- h) providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- i) developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- j) 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

P.S./I.S 111 is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

- **School Responsibilities**

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
 - supporting parental involvement activities as requested by parents;
 - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
 - advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **Parent/Guardian Responsibilities:**
 - a) 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;
 - b) 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;
 - c) check and assist my child in completing homework tasks, when necessary;
 - d) read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
 - e) set limits to the amount of time my child watches television or plays video games;

- f) promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- g) encourage my child to follow school rules and regulations and discuss this Compact with my child;
- h) volunteer in my child's school or assist from my home as time permits;
- i) participate, as appropriate, in the decisions relating to my child's education;
- j) 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;
- k) respond to surveys, feedback forms and notices when requested;
- l) become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- m) participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- n) 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;
- o) share responsibility for the improved academic achievement of my child;

- **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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M111 **School Name:** Adolph S Ochs

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Members of the school's Inquiry Team; administrators, data specialist, literacy coach and teacher analyzed the test results to determine the students in need of academic intervention and support services. The team noticed that ESL, IEP and Level 1 Gen Ed students had difficulty in comprehending information text, a key component of the Common Core Learning Standards. We saw a need to help students when reading and answering multiple choice questions involving informational texts.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will host a ten week after school program and invite our intermediate and advanced ELLs, students with IEPs and General Education population who scored Level 1 or low Level 2 on the State ELA exam. We will address vocabulary and reading for information.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10 percent Title I funds were used for Curriculum and Professional Development; workshops, planning days with staff developers from Teachers College and in house Professional Development with grade and content teachers. Additional Title I funds were allocated to Per Diem to cover classroom teachers attending professional development outside of school and school events such as Family Literacy and Math workshops.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Mentor Teachers have been assigned to new teachers based on grade/content specialty. The partners will meet at least twice a week to address classroom management and teaching practices to address the population that they service which includes the group mentioned in Part A.

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.

We will send out parent letters informing the school community of our current status. The letters will be sent in English, Spanish, Arabic, Chinese and Russian. If any parent needs a different language, we will reach out to our translation volunteers so that all parents are informed in their native language.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/ Dan Feigelson	District 02	Borough Manhattan	School Number 111
School Name Adolph S. Ochs			

B. Language Allocation Policy Team Composition [?](#)

Principal Irma Medina	Assistant Principal Stephanie Saunders
Coach type here	Coach type here
ESL Teacher Claudia Chaska	Guidance Counselor type here
Teacher/Subject Area Jennifer Singer, ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Zaida Cosme
Related Service Provider type here	Other type here
Network Leader Dan Feigelson	Other type here

C. Teacher Qualifications [?](#)

Please 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 ESL teachers	3	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	595	Total Number of ELLs	93	ELLs as share of total student population (%)	15.63%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Identification of ELLs

1. All parents of newly registered students are given the Home Language Survey in their home language(if applicable) by the Pupil Accounting Secretary. The parents of ELLs who do not speak English are interviewed by one of the fully certified ESL teachers using the questions on the HLS as a guide to the identification of the student's dominant language and previous educational experience. A brief SIFE interview is also available to determine the extent of the student's educational background. The Pupil Personnel Secretary routinely advises the ESL teachers of all new admits and they conduct all interviews with incoming parents. Three NYS certified ESL teachers, Ms. A. Howell(ESL Gr. K-2) Ms. J. Singer(ESL, Gr. 3-5) and Ms. C. Chaska(ESL, Gr. 6-8) are responsible for interviewing all parents of incoming students and ensuring that the HLS Survey is understood and properly filled out. The three ESL teachers speak Spanish and are assisted by an Arabic speaking by a bilingual paraprofessional when necessary. New students from other countries are administered the LAB-R by the licensed ESL teachers A. Howell(K-2), J. Singer(3-5), and C. Chaska(6-8) within ten days of arrival and placed in the appropriate ELL group. Test histories for students from other public schools in NYC are reviewed to determine ESL eligibility. New admits from outside New York City are also administered the LAB-R by one of the fully certified ESL teachers if the HLS and parent interview indicates dominance in a language other than English. Students who speak Spanish and do not achieve the cut scores for their grade level are also administered the Spanish LAB by one of the three fully certified ESL teachers to determine literacy in Spanish. Once all ELLs are identified and placed in appropriate ESL groups(by the ESL teachers) their continued progress is monitored through the ELL ELA Periodic Assessments (twice a year) and the NYSESLAT toward the end of the school year. The NYSESLAT is used to determine the overall language acquisition level of all ELLs for the following school year. The individual scores for each of the NYSESLAT subtests are also used to determine strengths as well as needs in Listening, Speaking, Reading and Writing.

Parent Information Delivery

2. Four orientation sessions are held at the beginning of the school year to inform parents about all three program choices. Two meetings (morning and evening) are held for parents of new ELLs who speak Spanish. Two additional meetings (morning and evening) are held for parents of ELLs who speak all other languages. The Parent Orientation meetings for 2011 were held on October 6, 2011 at 9 a.m. and 5 p.m. for Spanish speaking parents and on October 27th at 9 a.m. and 5 p.m. for parents of ELLs who speak Arabic, Albanian, Bengali, Chinese, Korean and Senegalese to ensure that the majority of the parents of newly registered ELLs are included. Parents who cannot attend these meetings or parents of students who are admitted after these meetings are held are provided with individual or small group information sessions to watch the video, receive materials in their native language and engage in discussions about the three programs offered. Letters in English and Spanish as well as other languages are sent to parents of new ELLs describing the informational meeting, multilingual materials to be provided and the importance of attendance. All meetings discuss the identification process, the LAB-R, Spanish LAB and NYSESLAT tests and the individual subtests. The final Language Acquisition Level yielded by these assessments is also reviewed. Parents are given materials explaining the three program choices and the NYSESLAT (Spanish only) in their native language. The Parent Orientation video is then shown in the native language and parents are

given opportunities to ask questions. The Parent Coordinator(Bilingual Spanish) attends all meetings and provides additional support in explaining the three program choices and assisting parents in filling out the Parent Survey and the Program Selection forms which are provided in the Native Language. The original forms are placed in each student's cumulative record and copies are filed according to grade level in the ESL classroom. As new ELLs are admitted one-to-one or small orientation sessions are held throughout the year to apprise parents of their options for programs and to ensure that the appropriate information in the native language is explained and understood. All Parent Surveys and Programs Selection Forms are filled out and returned during all information sessions.

Distribution of Entitlement Letters/Parent Surveys and Program Selection Forms

3. Every effort is made to distribute the Entitlement Letters, Parent Survey and Program Selection forms at the four meetings described above and at additional meetings held individually or during Parent Teacher Conferences. Parents who attend one of these four meetings at **This school serves the following grades (includes ELLs and EPs)** are returned during the meetings on a daily basis. A form for all meetings is kept with the names of the parents who do not attend one of the initial orientation meetings. The Coordinator use telephonic communication or school messenger to contact parents who are unable to attend the meetings or who are newly arrived.

4. Criteria/Procedures for Placement of ELLs

The ESL teachers use the data from initial interviews with parents, a review of the data on the Home Language Survey and Test Histories(if applicable) and assessments to place ELLs in appropriate groups. The interviews with parents are conducted in English and/or Spanish if necessary by one of the three duly certified ESL teachers. If necessary, assistance in other languages provided by other staff(such as paraprofessionals) with the guidance of the one of the certified ESL teachers. During the initial parent interviews a comprehensive review of the student's educational background is elicited. There are four Newcomer groups (K-1, 1-3, 3-5, 6-8) to service the needs of newly arrived (non-English speaking) ELLs. ELLs at the Intermediate and Advanced Levels are usually placed in grade appropriate groups to support growth in literacy and the content areas. Parents are notified at the orientation meetings of the language acquisition level and the type of group in which the student is placed. Communication is effected through discussion and/or by distribution of Entitlement, Placement and Continued Entitlement letters in the native language and/or English. Parent choice is honored by reviewing the description of ESL, TBE and Dual Language Programs and explaining the transfer options available for TBE and Dual Language Programs in the event that parents indicate one of the former as a choice.

5. Trends in Parent Choices of Programs

Program Selection Forms indicate that in Kindergarten 2 out 5 parents requested the ESL program with 3 parents still to respond. In 1st grade 7 of 17 parents selected ESL with 2 parents Rejecting Transfer to a TBE program, 1 parent Rejecting transfer to a Dual Language and 9 parents still to respond. In 2nd grade(out of 15 parents) 2 parents selected the ESL Program, 2 parents rejected transfer to a Dual Language Program, 4 parents Rejected Transfer to a TBE and 7 parents still to respond. In 3rd Grade (out of 5 parents) 3 parents selected ESL 1 parent Rejected Transfer to TBE and one parent still to respond. In 4th Grade(out of 9 parents) 2 parents selected ESL, 1 parent Rejected Transfer to TBE, parent selected an Arabic Bilingual program that is not available and 2 parents still need to respond. In 5th grade (out of 9 parents) 3 parents selected ESL, 3 parents Rejected Transfer to TBE, and 3 parents still need to respond. In 6th grade(out of 10 parents) 3 parents selected ESL, 1 parent Rejected Transfer to TBE and 6 parents still need to respond. In 7th Grade (out of out of 7 parents) 5 parents selected ESL, 1 parent Rejected Transfer to TBE and one parent needs to respond. In 8th Grade(out of 11 parents) 6 parents selected ESL, one parent selected a Dual Language Program that is not available and 4 parents still need to respond. At this time trends indicate that as ELLs progress in acquisition levels in English the ESL program is preferred. While 18 parents 2% would prefer a TBE or Dual Language Program there are not enough numbers of students who have the same first language to warrant a TBE and parents are reluctant to change schools pursue these programs for their children. Two parent Arabic speaking and Wolof chose programs that are currently not available in DOE. The majority of the parents appear to prefer a Freestanding ESL program and this selection appears related to the parental desire for the ELLs to be exposed to more English especially as they become more proficient.

6. Program Alignment with Parent Requests

P.S./ I.S. 111 offers a Freestanding ESL Program which is in alignment with the majority of the parent choices indicated on the Program Selection Forms. Parents of ELLs who requested a TBE or Dual Language Programs were informed that there were not sufficient numbers of students to form a TBE program on a grade or on two contiguous grades. Parents were advised that if there are

sufficient students from one linguistic background on a grade or contiguous grades that they would be informed as to the possibility of forming a Bilingual Class. Careful attention is focused on Parent Program Selection as new ELLs are admitted to keep a tally of parent preference for TBE or Dual Language programs.

Part III: ELL Demographics

A. ELL Programs

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

K* 1* 2* 3* 4* 5*
6* 7* 8* 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	4	4	4	5	4	3	3	3					32
Push-In	0	0	0	2	1	1	3	3	3					13
Total	2	4	4	6	6	5	6	6	6	0	0	0	0	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	77	Special Education	13
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	93	5	9	11	1	2	5	0	1	109
Total	93	5	9	11	1	2	5	0	1	109

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	10	8	2	4	6	3	5	5					45
Chinese	1	1		1		1	1		1					6
Russian								1						1
Bengali		1												1
Urdu					1									1
Arabic	2	6	5	2	4	3	3	2	4					31
Haitian							2							2
French														0
Korean							1							1
Punjabi														0
Polish														0
Albanian			1											1
Other		1	1	1					1					4
TOTAL	5	19	15	6	9	10	10	8	11	0	0	0	0	93

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here Instructional Delivery (Q.1)

a. Organizational Models:

The program for ELLs at P.S./I.S. 111 employs the push-in/pull-out models of instruction. A full-time ESL teacher for grades K-2 conducts self-contained pull-out groups. The full time ESL teacher for grades 3-5 conducts self-contained pull-out groups 4-5 periods per day with the remainder of the time spent pushing into classes with ELLs. The ELLs in middle school (Gr. 6-8) are generally served using the pull-out model with occasional push-ins due to the range of classes and schedules. The push-in model includes collaborative teaching with the classroom teachers in the ELA as well as the content areas.

b. Program Models:

There are four Newcomer groups: (K-1), (1-2), (3-5), and 6-8). These groups consist of newly arrived or second year ELLs. There are Intermediate groups for Gr. 1-2 and Gr. 3-5. There are Advanced groups Gr. 1-2, Gr. 4, Gr. 5, Gr. 6, Gr. 7 and 8. There are Intermediate/Advanced groups for ELLs in Gr. 6-8.

Delivery of Mandated Units to ELLs (Q.2)

a. The mandated units of instruction are delivered by the services of three full-time ESL teachers.

ESL Teacher (Gr. K-2)

ESL Group	ESL x per wk.	ESL min. per wk.	ELA x per wk.	ELA min. per wk.
K-1 Newcomers	8 x per wk.	360 min.	15 x per wk.	675 min.
1-2 Newcomers	8 x per wk.	360 min.	20 x per wk.	900 min.
1-2 Intermed.	8 x per wk.	360 min.	20 x per wk.	900 min.
1-2 Advanced	4 x per wk.	180 min.	20 x per wk.	900 min.
3-5 Newcomers	8 x per wk.	360 min.	20 x per wk.	900 min.
3-5 Intermed.	8 x per wk.	360 min.	20 x per wk.	900 min.
4th Gr. Advanced	4 x per wk.	180 min.	20 x per wk.	900 min.
5th Gr. Advanced	4 x per wk.	180 min.	20 x per wk.	900 min.
6-8 Newcomers	8 x per wk.	360 min.	8 x per wk.	360 min.
6th Gr. Adv.	4 x per wk.	180 min.	8 x per wk.	360 min.
6th/7th /8th Gr. Int.	8 x per wk.	360 min.	8 x per wk.	360 min.
7th Gr. Advanced	4 x per wk.	180 min.	8 x per wk.	360 min.

A. Programming and Scheduling Information

8th Gr. Advanced 4 x per wk. 180 min. 8 x per wk. 360 min.

*Note: Intermediate ELLs in Grades 6,7, 8 are grouped together at times with Advanced ELLs thus ensuring the mandated number of instructional minutes as indicated in the above tables which indicate the minutes of ESL service per group by each of the three ESL teachers.

Content Area Delivery to ELLs (Q.3)

Content areas are addressed by all three ESL teachers using a variety of strategies and materials. Intermediate and Advanced students are served via the push-in model in Grades 3-5 in Computer, Science and Social Studies classes when possible and scheduling permits. The ESL teachers collaborate with all Common Branch and content area teachers during push-in as well as pull-out periods. Content area assignments are supported and developed through the use of adapted materials (which include books in Science and Social Studies that are specifically designed for use with ELLs), pictures, graphic organizers, cooperative learning and scaffolding strategies designed to enable greater access to content areas and the related skills. Bilingual dictionaries, content area glossaries and content picture dictionaries and when possible native language materials are also provided to ELLs. The former Social Studies teacher in Gr. 7-8 (currently serving as Dean) collaborated with one of the ESL teachers to adapt the Social Studies curriculum. This adapted curriculum includes graphic organizers, sentence starters and paragraph frames to support written response, suggested leveled material about selected Social Studies themes and other modifications to the content. The Science teacher in Gr. 7-8 has worked closely with the ESL teacher to adapt and select materials for use with ELLs. This includes bilingual glossaries for Science which are available in the Science Lab as well as books and materials especially designed for use with ELL. ELLs are also provided with additional help in all content areas during 2 extended day periods per week as recommended by their homeroom and content areas teachers. The targeted intervention services for ELLs are provided primarily in English except for those interventions conducted by bilingual personnel.

Evaluation of ELLs in NL (Q. 4)

Spanish-speaking ELLs are evaluated using the Spanish LAB for a standardized assessment of their Native Language skills. The EL-SOL early literacy skills assessment is used to identify the strengths and weaknesses of Spanish-speaking ELLs who may encounter difficulty in academic work. Students from other language cultures are usually not assessed formally using standardized exams. However, the ESL teachers make use of staff members who speak various languages to determine the baseline receptive/expressive skills in the NL. The SIFE interview form, parent interviews, and report cards from the native country are also used to ascertain an ELLs basic level of competence in the NL.

Differentiation of Instruction for ELL Subgroups (Q.5)

a. SIFE Students

There are 3 ELLs who are SIFE students. Instruction for these students includes small group work with America Reads volunteers, student teachers and other personnel and modification of tasks and materials. Additionally, SIFE students are encouraged to participate in the Title III supplementary programs. SIFE students are also reviewed by the Academic Intervention Team and when appropriate provided with literacy and/or math intervention services by SETTS and/or other teachers.

b. Newcomers

Newcomer ELLs comprise 85% of the ELL population. These Newcomers include 9 students with an IEP who are in a CTT class, a 12:1 class or are receiving SETTS and/or Speech services. There are 4 Newcomer ELLs who are in a CTT class. Three of these ELLs receive Speech services. There are 3 Newcomer ELLs in a 12:1 class who receive Speech services, 1 ELL who is currently receiving SETTS and Speech and 1 ELL who is receiving only Speech Services and Occupational Therapy. Two ELLs in the 12:1 classes receive support from a Bilingual (Spanish) Paraprofessional. Instruction for Newcomer ELLs consists of emphasis on developing phonemic awareness, vocabulary and a knowledge of English language structure. The activities to develop these skills are embedded in themes which relate to daily life as well as the content areas. Leveled books, bilingual materials (including dictionaries and glossaries), listening centers and computer software are also used to support these ELLs. Materials and strategies which support TCRWP are also developed by the ESL teachers to foster growth in literacy skills. Newcomer ELLs (1- 3 years) are prepared for the ELA by providing practice materials which reflect the test format as well as the various skills measured. These ELLs are initially given simpler texts which reflect the type of activities presented on the ELA. These texts incorporate such activities as listening to passages, taking notes, responding to short answer questions, editing items, reading various genres and the use of graphic organizers to respond to text. Newcomer ELLs who take the ELA are also strongly encouraged to participate in the Title III afterschool program which is designed to support reading and writing across the

A. Programming and Scheduling Information

genres and to prepare ELLs to take the ELA and NYSESLAT.

c. ELLs(4-6 years)

There are 3 ELLs who have completed 4 to 6 years of ESL service. These ELLs include 1 student who is in a CTT class, 1 ELL in a 12:1 class who receives Speech Services and 1 ELL who is receiving SETTs and Speech. The progress of these students is based on their growth in the 4 communicative skills (Listening, Speaking, Reading and Writing) as evaluated by the ELA, NYSESLAT and TCRWP assessments; two of these ELLs are in 12:1 classes, two in CTT classes (both have been held over once), 1 ELL receives SETTs services and one is being evaluated. Four ELLs including the one to be evaluated have been in and out of the English Language School System several times. Four ELLs in this group have failed to reach the Proficiency level in Reading or Writing for several years. The ELLs in this group with IEPs receive specific help with the skills outlined in their individual program. All the students in this group will be urged to participate in the Title III after-school program to support literacy skills. ELLs with 4 or more years of service are also routinely reviewed by the Academic Intervention Team which focuses on areas where these students might need support and inquires as to the efficacy of possible evaluation. Extended Day is also offered to ELLs in this subgroup.

d. Long -Term ELLs

There 4 ELLs in this subgroup. There is 1 Long Term ELL in the 12:1 class. This student has been held over once. One student is the Long-Term ELL group has received Speech services for three years and has consistently achieved a Level 2 level on all ELA tests. Two ELLs in this Long-term ELL group have consistently achieved a Level 2 in ELA and one student in this group a Level 2 or 1 on the NYS Math tests. These students are urged to participate in the Title III after-school program and/or Extended Day. When possible these students receive At-Risk support from SETTs teachers in the area of need. Students in this group are also reviewed by the Academic Intervention Team to identify areas of support and/or the need for further evaluation.

ELLs with Disabilities (SWD) (Q. 6)

ELLs with special needs usually have IEPs indicating the areas of need associated with their learning disability of the child. The needs of ELLs in this subgroup are met by the Special education teachers and related service providers, including Speech, as well as Occupational and Physical therapists. Teachers of ELLs with Special Needs develop and adapt grade level strategies and materials to support literacy and content area knowledge. When applicable, technology such as Imagine Learning and use of literacy software which promotes vocabulary, reading and writing is provided. Many of the ELLs in this category are invited to participate in Extended Day as well as Title III programs to give further support in their specified area of academic need.

Meeting Diverse Needs of ELL-SWDs(Q. 7)

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Electives and Advisory groups and many other activities which are conducted throughout the school year. Activities such as Middle School Electives and Sports Teams capitalize on the interests and talents of all ELLs.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here Targeted Intervention Programs for ELLs (Q.8)

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Continuing Transitional Support (2 years) for Proficient ELLs (Q.9)

ELLs who achieve Proficiency on the NYSESLAT continue to receive test accommodations on all standardized tests: extended time, bilingual glossaries and/or dictionaries, or translated versions of the specific test. Proficient ELLs may also continue taking some periods of ESL if a specific need is identified and there is space. Proficient ELLs are also offered adapted and/or bilingual materials in literacy and as well as the content areas which are available in an extended library of materials for ELLs.

New Programs or Improvements (Q. 10)

Computer reading programs such as Imagine learning and Accelerated Reader; and writing programs such as Clicker, the Bilingual Writing Center, the Writing Center and the Writing Workshop will be placed in classrooms to support literacy skills for ELLs.

Discontinued Programs/Services for ELLs (Q.11)

There will be no discontinued programs and services during the 2011-2012 school year.

After school and Supplemental Services for ELL (Q.12)

ELLs are afforded equal access to all school programs, i.e. Sports and Arts, PAL, etc. ELLs are also included on the basketball, baseball, boxing and soccer teams coached by the Physical Education teachers after school. The Title III afterschool program will be offered to selected ELLs throughout the grades to support growth in literacy.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
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Instructional Materials and Technology for ELLs (Q.13)

Instructional materials for ELLs include books, adapted materials, Audio/Visual materials and content area resources that are age and grade

B. Programming and Scheduling Information--Continued

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New Programs or Improvements (Q. 10)

Computer reading programs such as Imagine learning and Accelerated Reader; and writing programs such as Clicker, the Bilingual Writing Center, the Writing Center and the Writing Workshop will be placed in classrooms to support literacy skills for ELLs.

Discontinued Programs/Services for ELLs (Q.11)

There will be no discontinued programs and services during the 2011-2012 school year.

After school and Supplemental Services for ELL (Q.12)

ELLs are afforded equal access to all school programs, i.e. Sports and Arts, PAL, etc. ELLs are also included on the basketball, baseball, boxing and soccer teams coached by the Physical Education teachers after school. The Title III afterschool program will be offered to selected ELLs throughout the grades to support growth in literacy.

Instructional Materials and Technology for ELLs (Q.13)

Instructional materials for ELLs include books, adapted materials, Audio/Visual materials and content area resources that are age and grade appropriate and address the needs of the various English acquisition levels. There is an extensive leveled library for grades K-8 in all

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here D. Professional Development and Support for School Staff (Q.1)

Professional development for ELL personnel includes the following:

- In-school professional development by the ESL staff which includes a review of strategies and materials during full-staff conferences and individual/small group review of literature related to the teaching of ELLs
- Developing curriculum materials by the ESL teacher and specific grade teachers
- Ongoing support from the Network ESL specialist during visitations throughout the year
- Attendance at professional development workshops and conferences throughout the boroughs, NYSTESO, and national TESOL organizations

ELLs Transition from Elementary to MS and MS to HS (Q.2)

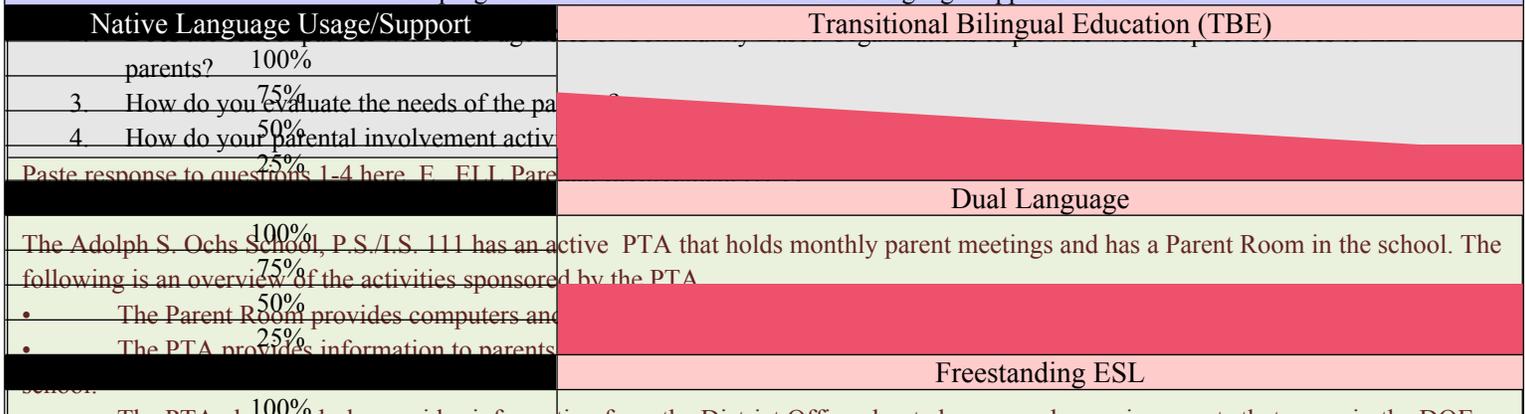
The Elementary and Middle School Guidance Counselors support ELLs as they transition to Middle School and High School by having meetings with parents to review procedures and requirements. The Guidance staff in the Middle School also organizes weekly advisories for ELLs who participate in small groups directed by individual teachers. The Middle School ESL teacher works with a group of Newcomers ELLs. ELLs are given guidance during these advisories about the high school selection process to ensure they apply to schools with appropriate programs and to promote knowledge of eligibility requirements. Parents and students are encouraged to visit the Borough-wide and Manhattan High School Fairs as well as informational sessions at various schools to obtain additional information. The Middle School ESL teacher attends high school fairs to assist to gather information on their ESL and bilingual programs.

ELL Training for Staff (Q.3)

The minimum 7.5 hours of ELL training for all staff is fulfilled by the professional development opportunities outlined above (See Q.1). Agendas for all professional development received by all teachers are kept in individual teacher records. The staff is encouraged to keep documentation of their ELL professional development activities.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here E. ELL Parental Involvement (Q.1)

The Adolph S. Ochs School, P.S./I.S. 111 has an active PTA that holds monthly parent meetings and has a Parent Room in the school. The following is an overview of the activities sponsored by the PTA.

- The Parent Room provides computers and refreshments to encourage parents to take a more active role in the school.
- The PTA provides information to parents regarding school activities, and discuss and develop fund raising activities to support the school.
- The PTA also regularly provides information from the District Office about changes and on-going events that occur in the DOE.
- The Title I funding is used to develop and conduct evening workshops for parents in Computers, Math and ESL to foster greater parent input into the educational progress of their children. Title I will also fund and conduct discussion groups for parents related to various social, educational and parenting issues. Additionally the Title I funds will reimburse transportation to outside workshops for parents sponsored by the UFT and the DOE.
- The PTA organizes groups of Class Parents who become point people for the families in each class.
- The PTA distributes and posts flyers about on-going family events happening in the school.

All parents (including parents of ELLs) are urged to take an active participation in all school activities and receive information in their native language as well as translation/interpretation support at meetings. Family Fridays enable all parents to visit their child's class from 9:00am to 9:45am.

Community Based Organizations (Q.2)

P.S./I. S. 111 partners with various Community Based Organizations that provide workshops and services to parents, including parents of ELLs.

- Learning Leaders is a volunteer organization that provides on-site parent workshops in parenting, literacy and math. In addition, they provide parent training sessions to encourage parents to work as volunteers in their child's school. Learning Leaders also provide nutrition workshops for all parents.
- Sylvan Learning Center provides parent workshops pertaining to their child's education such as tutoring services, workshops on how to communicate effectively with the school about their child's progress and preventive measures to avoid academic and behavioral problems.
- Urban Advantage is an organization that provides workshops and information about access to NYC facilities such as museums, parks, and other educational sites throughout New York City.
- The Housing Conservation Coordinators provide outreach and workshops for neighborhood residents about tenant rights, community awareness about health issues such as lead poisoning, asthma and bed bugs. This organization also provides counseling about deteriorating conditions that occur in buildings and tenant recourses.
- The Asthma Awareness Organization also provides workshops and information about the prevention and causes of asthma.
- The New York Times/Voces/Pencil have partnered with the school to support different ways of involving parents in school activities.
- The Jewish Board for Family & Children Services (JBFCSS) is an agency that provides additional support to children through weekly counseling sessions held at the school. Sessions can occur in English or Spanish depending on the dominant language of the child. The school, in addition to the main office, serves as a location for the initial intake discussion between the family and the provider. Written translations as well as oral interpretation are provided. Parent discussion sessions enhance the ability of ELL parents to take advantage of city services (i.e. Social Services, Free Family Activities, etc.).

The staff such as the School Based Support Team., Parent Coordinator, as well as the Guidance Staff provides ongoing referrals to outside agencies to support the social, health, and academic needs of parents and their families.

Evaluating Parent Needs (Q.3)

Parents are surveyed by way of questionnaires, a suggestion box, and their interaction with the Parent Coordinator throughout the school. The PTA and Parent Advisory Council also serve as forums for parents to vocalize their needs.

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Parental Involvement Activities(Q.4)

B. Programming and Scheduling Information--Continued

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Instructional Materials and Technology for ELLs (Q.13)

Instructional materials for ELLs include books, adapted materials, Audio/Visual materials and content area resources that are age and grade appropriate and address the needs of the various English acquisition levels. There is an extensive leveled library for grades K-8 in all

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here Part V: Assessment Analysis

1. Assessment for Early Literacy Skills with ELLs

Our school utilizes the Teachers College Reading and Writing Project (TCRWP) and the Fountas & Pinnell (F&P) reading levels to assess all of our students in literacy. Some ELLs who are Spanish dominant in the early grades are also assessed using El SOL to determine their literacy ability in Spanish and how this may impact their learning of English. The LAB-R is used to identify student's strengths or weaknesses in the four communicative skills (listening, speaking, reading, writing) and yields an overall composite acquisition level. Using the F&P and TCRWP assessments the data reveals that most Newcomer ELLs are at the A/B level in reading except for those who lack phonemic awareness in English and/or are unable to respond to text due to lack of speaking vocabulary. Those who score at the Intermediate and Advanced level on the LAB-R may score at levels D-L on the TCRWP reading assessments depending on their baseline knowledge of English vocabulary and syntax as well as their ability to convey their understanding when asked to respond to text. An overall review of Independent Reading levels for Gr. 3-8 indicates a range of A through P. Students at the lower end of the spectrum are usually Newcomers who are developing a knowledge of phonemic awareness and vocabulary. Those ELLs at the higher levels have more time in the English speaking school system and are continuing to develop reading strategies and comprehension skills. The data revealed helps inform the school's instructional plan by defining the skills needed by ELLs to progress throughout reading levels. ELLs at the Newcomer level engage in sight word study that is assessment based and engage in Shared Reading to support fluency. Independent reading books as well as copies of Shared Reading texts are sent to class to support comprehension and fluency.

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The information yielded by E-CLAS, El-Sol, and the TCRWP assessments informs teachers about the independent the skills in reading and writing which need to be addressed and considered in creating mini-lessons and activities for literacy groups

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Using the latest NYSESLAT/LAB-R data for grades K – 8, 35.4% of the ELLs scored at the Beginner level, 18.7% scored at the Intermediate level, and 45.8% scored at Advanced as per the overall scores. There are .08% Beginners in grades K – 2 (4 students), 10.4%

Additional Information

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

Paste additional information here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here D. Professional Development and Support for School Staff (Q.1)

Professional development for ELL personnel includes the following:

- In-school professional development by the ESL staff which includes a review of strategies and materials during full-staff conferences and individual/small group review of literature related to the teaching of ELLs
- Developing curriculum materials by the ESL teacher and specific grade teachers
- Ongoing support from the Network ESL specialist during visitations throughout the year
- Attendance at professional development workshops and conferences throughout the boroughs, NYSTESO, and national TESOL organizations

ELLs Transition from Elementary to MS and MS to HS (Q.2)

The Elementary and Middle School Guidance Counselors support ELLs as they transition to Middle School and High School by having meetings with parents to review procedures and requirements. The Guidance staff in the Middle School also organizes weekly advisories for ELLs who participate in small groups directed by individual teachers. The Middle School ESL teacher works with a group of Newcomers ELLs. ELLs are given guidance during these advisories about the high school selection process to ensure they apply to schools with appropriate programs and to promote knowledge of eligibility requirements. Parents and students are encouraged to visit the Borough-wide and Manhattan High School Fairs as well as informational sessions at various schools to obtain additional information. The Middle School ESL teacher attends high school fairs to assist to gather information on their ESL and bilingual programs.

ELL Training for Staff (Q.3)

The minimum 7.5 hours of ELL training for all staff is fulfilled by the professional development opportunities outlined above (See Q.1). Agendas for all professional development received by all teachers are kept in individual teacher records. The staff is encouraged to keep documentation of their ELL professional development activities.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here E. ELL Parental Involvement (Q.1)

The Adolph S. Ochs School, P.S./I.S. 111 has an active PTA that holds monthly parent meetings and has a Parent Room in the school. The following is an overview of the activities sponsored by the PTA.

- The Parent Room provides computers and refreshments to encourage parents to take a more active role in the school.
- The PTA provides information to parents regarding school activities, and discuss and develop fund raising activities to support the school.
- The PTA also regularly provides information from the District Office about changes and on-going events that occur in the DOE.
- The Title I funding is used to develop and conduct evening workshops for parents in Computers, Math and ESL to foster greater parent input into the educational progress of their children. Title I will also fund and conduct discussion groups for parents related to

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- The PTA organizes groups of Class Parents who become point people for the families in each class.
- The PTA distributes and posts flyers about on-going family events happening in the school.

All parents (including parents of ELLs) are urged to take an active participation in all school activities and receive information in their native language as well as translation/interpretation support at meetings. Family Fridays enable all parents to visit their child's class from 9:00am to 9:45am.

Community Based Organizations (Q.2)

P.S./I. S. 111 partners with various Community Based Organizations that provide workshops and services to parents, including parents of ELLs.

- Learning Leaders is a volunteer organization that provides on-site parent workshops in parenting, literacy and math. In addition, they provide parent training sessions to encourage parents to work as volunteers in their child's school. Learning Leaders also provide nutrition workshops for all parents.
- Sylvan Learning Center provides parent workshops pertaining to their child's education such as tutoring services, workshops on how to communicate effectively with the school about their child's progress and preventive measures to avoid academic and behavioral problems.
- Urban Advantage is an organization that provides workshops and information about access to NYC facilities such as museums, parks, and other educational sites throughout New York City.
- The Housing Conservation Coordinators provide outreach and workshops for neighborhood residents about tenant rights, community awareness about health issues such as lead poisoning, asthma and bed bugs. This organization also provides counseling about deteriorating conditions that occur in buildings and tenant recourses.
- The Asthma Awareness Organization also provides workshops and information about the prevention and causes of asthma.
- The New York Times/Voces/Pencil have partnered with the school to support different ways of involving parents in school activities.
- The Jewish Board for Family & Children Services (JBFCS) is an agency that provides additional support to children through weekly counseling sessions held at the school. Sessions can occur in English or Spanish depending on the dominant language of the child. The school, in addition to the main office, serves as a location for the initial intake discussion between the family and the provider. Written translations as well as oral interpretation are provided. Parent discussion sessions enhance the ability of ELL parents to take advantage of city services (i.e. Social Services, Free Family Activities, etc.).

The staff such as the School Based Support Team., Parent Coordinator, as well as the Guidance Staff provides ongoing referrals to outside agencies to support the social, health, and academic needs of parents and their families.

Evaluating Parent Needs (Q.3)

Parents are surveyed by way of questionnaires, a suggestion box, and their interaction with the Parent Coordinator throughout the school. The PTA and Parent Advisory Council also serve as forums for parents to vocalize their needs.

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Parental Involvement Activities(Q.4)

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	9	4	0	2	3	3	4	5					32
Intermediate(I)	1	6	9	3	1	0	1	1	3					25
Advanced (A)	1	5	7	3	7	4	5	3	3					38
Total	4	20	20	6	10	7	9	8	11	0	0	0	0	95

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	0	2	3	0	0	3	1				
	I	7	5	1	0	0	2	2	2	4				
	A	10	6	5	4	3	2	2	2	1				
	P	2	3	5	3	4	2	3	4	8				
READING/ WRITING	B	8	2	0	2	4	2	2	5	1				
	I	5	7	3	2	0	2	1	2	7				
	A	2	4	5	5	4	2	4	3	3				
	P	6	2	3	2	2	2	0	0	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	1	0	8
4	1	2	1	0	4
5	3	2	1	0	6
6	3	3	0	0	6
7	3	2	0	0	5
8	3	7	1	0	11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		3		4		2	0	0	9
4		2		4	0	0		2	8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		2		4	0	0	0	0	6
6		4		2	0	0		1	7
7		5		3		1		2	11
8	1	1	1	4	2	4		1	14
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0		4		4		1	9
8	1	1	2	5	1	3		1	14
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
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Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: Adolph S. Ochs

School DBN: 02M111

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irma Medina	Principal		10/26/11
Stephanie Saunders	Assistant Principal		10/26/11
Zaida Cosme	Parent Coordinator		10/26/11
Claudia Chaska	ESL Teacher		10/26/11
	Parent		
Jennifer Singer, ESL Teacher	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Dan Feigelson	Network Leader		
Charles Amundsen	Other <u>Cluster Leader</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M111 **School Name:** Adolph S. Ochs

Cluster: Dan Feigelson **Network:** Charles Amundsen

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 administration, administrative staff, parent coordinator and PTA were surveyed verbally to assess written translation and oral interpretation needs for the school community. Additionally, parent responses to preferred language of contact as indicated on the Home Language Survey were surveyed to assess the overall linguistic needs of the parent community at P.S. 111 when preparing communications about school activities. The Pupil Personnel Administrator also sends out multilingual letters to all parents which includes a checklist for parents to indicate the preferred language of communication. The RPOB report is also used to assess the home language of all families throughout the school.

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.

The major findings revealed a need for written translation and oral interpretation in Spanish(32%), Arabic(.08%), Bengali(.017%), Chinese(.015%) not including 3 Cantonese and 1 Mandarin speaking family. Other languages of lesser incidence include by numbers of families Albanian(4), Wolof(a Senegalese dialect)(4), Japanese (3), Haitian(2), Korean(2), Russian(2), Urdu(2), Vietnamese(2), French(1), Serbo-Croatian(1), Slovak(1), Slovenian(1), Thai(1). These findings will be shared with the school community by formulating lists of students including with their home language of parents and their translation/interpretation needs. The lists will be distributed to each staff member with a master list to be maintained in the main office.

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.

Timely provision of translated documents to parents is ensured through weekly discussion by the principal. A weekly list of anticipated translation needs will be noted on a calendar in written form or on a computerized schedule. Parents translation for written and cyber communication. This information includes but is not exclusive to information related to student progress, student assessments, grade standards, parent-school accountability, educational options, school based student interventions as well s school events and information related to health issues. Other written translation services will be provide to disseminate signs, notics and flyers. Additional translation may e rovided for the Principal's Monthly Newsletter, K-8 curriculum utlines, information about acuity and standardized assessments, promotional standards, and the monthly academic school year calendar. Written translation services will be provided by a combination of DOE translation/interpretation services, outside vendors(in he case of low incidence languages) as well as by school staff and/or parent volunteers.

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.

Oral interpretation services will include but will not be exclusive to the following activities: Spanish, Arabic and Chinese and other language interpretation for Open House, Curriculum Nights, Parent/Teacher Conferences, individual Parent-Teacher conferences which occur before, during and after school between administrators or staff, and for meetings and workshops which relate to parental support related to the educational progress and oral translations at PTA meetings. Oral interpretation services will be provided by the DOE Translation and Interpretataion Unit, staff members, outside vendors and parent volunteers.

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 Parent Bill of Rights which notifies parents of their rights to translation and interpretation services has been placed in all applicable languages in the Parent Coordinator's office, Room 109, in the school. Parents have been notified of the availability of this document in their home language. Instructions on how to obtain translation/interpretation services are also available in the Parent Coordinator's office. Signs in the applicable languages indicating the availability of translation/interpretation services are clearly posted on the bulletin board at the main entrance of the school as well as on the PTA bulletin board located in the rear corridor on the first floor. The Parent Coordinator regularly informs parents of the above information in the monthly parent newsletter. Parents are advised to contact the Parent Coordinator, Zaida Cosme in Room 109 about translation/interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/ IS 111	DBN: 02M111
Cluster Leader: Dan Feigelson	Network Leader: Charles Amundsen
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program for the 2011-2012 school year will include an after school language and literacy program for three groups of students in grades one through eight. Activities created will further develop reading/writing skills as well as test taking strategies. Students in grades 6-8 will focus on preparing for the ELA exam, while students in 1-5 will participate in book clubs. Book clubs in grades 1-3 will focus on a non-fiction thematic unit taught by certified ESL Teacher Amy Howell. Ms. Howell will mentor a gen ed teacher and they will work together to create a curriculum to meet the needs of the participating ELLs. Instructional activities will include explicit vocabulary development of target TIER II lexical sets, controlled speaking practice with guiding prompts and choral repetition, shared reading of accessible texts and shared writing. Annie Cheng, certified ESL Teacher, will implement realistic fiction book clubs with students in grades 4-5. Instructional activities will be similar to those mentioned prior; however, there will be an emphasis on character study and related vocabulary as well as developing inference skills. Books for the book clubs will be high interest and at students' independent reading levels. Claudia Chaska, certified ESL Teacher, will provide direct instruction on ELA test taking strategies for students taking the ELA and NYSESLAT exams. Instruction will include guided essay writing practice on numerous topics as well the reading and discussion of short stories with an emphasis on reading critically. The aforementioned teachers will be hired pending the posting of positions and approval by the principal.

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: Participating classroom teachers will learn how to better modify curriculum and present lessons to ELLs by working alongside a certified ESL teacher. The ESL teacher will meet with her trainees prior to beginning the program to facilitate planning with ELLs in mind. When the direct teaching portion of the program begins, the ESL teacher will model how to present the lessons to the students. Eventually, the classroom teachers will teach some of the lessons, receiving feedback from the ESL teacher. The teachers to receive training will be certified general education teachers who consistently have ELLs in their classes. The pd will be provided after school once or twice a week from January until May. (This includes time planning and teaching with a certified ESL teacher). Topics covered will be how to practice and build vocabulary, scaffold TC units, and increase access to academic language in content areas. Providers will be two fully certified ESL Teachers. Additionally, PD per session hours will be allocated to individual teachers who collaborate with the ESL teachers in the

Part C: Professional Development

development of lessons and materials to be used with ELLs to support literacy and conceptual growth in the content areas.

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: Parents of ESL students will have the option of taking ESL classes and will be notified of classes through written notice as well as contacted directly by parent coordinator. One time per week for 1.5 hours a certified ESL Teacher will provide direct instruction to parents of children who receive ESL services for a duration of 10 weeks total. A certified ESL instructor will provide the literacy lessons.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		