



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ADOLPH S OCHS SCHOOL AND ACADEMY

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

PRINCIPAL: IRMA M 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	Irma Medina
Michelle Arket	*UFT Chapter Leader or Designee	Michelle Arket
Ivette Rolon	*PA/PTA President or Designated Co-President	Ivette Rolon
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Samantha Cavallo	Member/President/Teacher	Samantha Cavallo
Becky Greene	Member/Secretary/Teacher	Becky Greene
Fran Piccone	Member/Teacher	Fran Piccone
Vivianne Cruz	Member/Parent	Vivianne Cruz
Evelyn Ceballo	Member/Parent	Evelyn Ceballo
Sandra Hyatt	Member/Parent	Sandra Hyatt
Migdalia Colon	Member/Parent	Migdalia Colon

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, Level 2 students in grade (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 AYP raising the percentage of correct answers on the multiple choice questions and extended responses by 5%.

Comprehensive needs assessment

- After the data analysis of the TCRWP Assessments, Acuity, Performance and Teacher Assessments, we noticed that 48.6% of the students in grades 3 - 8 scored Level 2. For 2012-2013 school year, using the TCRWP's Pre and Post Assessments, PS/IS 111 students in grades 4-8 will increase the percentage of correct answers to the multiple choice and extended response sections involving informational texts by 5%.

Instructional strategies/activities

As we prepare students and teachers for full implementation of CCLS in 2014, we will continue the alignment of the instructional units with the new state standards. We will continue the work as follows:

- According to the CCLS, 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, using varied levels, shared reading experiences and read alouds for our students with an emphasis on Level 2 students in grades 3-8 with support from lead teachers and administrators.
- Pre-assessments that are aligned with the Teacher's College Reading and Writing Project units of study will be given throughout these non-fiction units to create baselines for all students and opportunities for teachers to build on strengths and weaknesses. Monthly rubrics that are adapted from the TCRWP units and created by teachers and students will be used to assess students' abilities to identify main ideas, details and summarize texts.
- Teachers will meet during team weekly meetings with the school's literacy coach, professional development days and planning periods to analyze student work and prepare lessons aligned to CCLS.

Pre and Post Performance Assessments will be analyzed and used to inform instruction and small group work.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- We will provide materials, information sessions, and training to help parents understand the new CCSS and share strategies on who they can work with their children to improve their achievement level, e.g., literacy, math and use of technology;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Extended Time Small Group Work
- Teacher Team Meetings for Planning and Labsite Visits (per diem)
- Network Support Meetings and Labsite Visits (per diem, OTPS)
- Teachers Participating in CCLS and Family Literacy Night (per session, OTPS)
- Enrichment After School Program (per session, OTPS)
- Instructional Lead Teacher Meetings (per diem)
- Thursday Professional Development Meetings
- Attendance at Workshops (per diem)

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 2013, Level 2 student groups in every grade (3-8) will raise the percentage of points on open-ended, extended response questions on the Math Acuity, Performance and Teacher Assessments by 5%.

Comprehensive needs assessment

- As measured by the data analysis of the Acuity, Performance Assessments and Teacher Assessments, we noticed that 38.2 % of the students scored Level 2. Student groups in grades 3-8 will increase proficiency by 5% the short response and extended response questions.

Instructional strategies/activities

- Math teacher leaders analyze individual student results monthly from past and current assessments including the Performance Assessments.
- Math team leaders assist classroom teachers in supplementing Everyday Mathematics program with additional opportunities to practice extended response questions.
- 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.
- Classroom teachers use Exemplars mathematics assessment to analyze student strengths, needs, and progress in mathematical practice standards
- Teachers of academic intervention team assess students in grades K-3 with Early Childhood Assessment in Mathematics
- Administrators math teacher leaders plan professional development, including school-based option additional professional development time, to support teachers school wide in teaching specific strategies to strengthen students' performance on mathematical practice skills
- Teachers are collaborating on methods to improve student feedback and deepening understanding of concepts
- Use tax levy funding to support coverage for inter-visitation and co-planning among middle school and elementary school mathematics leaders
- Results from the Acuity Predictive assessments and Teacher Assessments will be utilized to show growth in student mastery of extended response questions

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- We will provide assistance to parents in understanding City, State and Federal standards and assessments
- We will provide translators for parent teacher conferences to support communication of student learning and progress
- We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and Program Coordination

- Extended Time Small Group Work
- Teacher Team Meetings for Planning
- Per Session for Teachers Participating in CCLS and Family Math Night
- Enrichment After School Program (per session, OTPS)
- Instructional Lead Teacher Meetings (per diem)
- Network Support Meetings and Labsite Visits (per diem, OTPS)
- Thursday Professional Development
- Attendance at Workshops (per diem)

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 2013, we will further decrease the number of Principal's and Superintendent's Suspension by 20% for students with repeated Level 4 and 5 infractions.

Comprehensive needs assessment

After reviewing the data from our OORS incident reports, SAVE room removals, principal and superintendent's suspensions, we noted that there were students who had repeated Level 4 and 5 infractions. We saw a need to strategize new methods to engage, motivate and change patterns in behaviors so that we would see a decline in students' repeated infractions.

Instructional strategies/activities

For the 2012/2013 school year our goal for social emotional is to take on a proactive approach to address the needs of our students.

- We have implemented a school wide initiative which consists of a professional development book club; all faculty members are reading "Lost in School" by Dr. Ross Greene. Once a month, faculty members are meeting in small groups to collaborate and discuss findings and best practices as it relates to its application in the classroom. This is an extension of our work with "The Explosive Child" also by Dr. Ross Greene, during the 2011/2012 school year.
- Another program that has been launched this year is the character building initiative. This is a multi faceted ongoing curriculum of classroom presentations, read aloud's, individual and group projects. Unit themes include but are not limited too; Caring, Fairness, Trustworthiness, Respect, Responsibility and Citizenship.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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
- 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

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- OPTS funds used to purchase books for study groups (The Explosive Child and Lost at School by Dr. Ross Greene)
- Teacher Team Meetings
- Thursday Professional Development
- Violence Prevention Program (per session, OTPS)
- Partner with social workers from Jewish Board, Hudson Guild and Psychoanalytical Society (scheduling, per diem, OTPS)
- Partner with PAL, Sports and Arts, and Mentoring Programs to service children

ANNUAL GOAL #4 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 #4

- Increase Parent Engagement to school activities. We will match the 2011-2012 Citywide parents response rate of the Learning Environment Survey to a minimal of 50%.

Comprehensive needs assessment

- A review of attendance at PTA meetings, workshops and events indicates a decline in parents coming to the school.
- Analysis of Learning Environment Survey showed a decline in parents responding to the survey.

Instructional strategies/activities

- Monthly parent newsletters and calendars
- School messenger as a daily reinforcement for the dissemination of school-wide events/meetings.
- Continued expansion of translation services for parents with a primary language other than English by VOCES/New York Times partnership and DOE translation services.
- Funding sources will stem from Title I and III parent engagement funds, PTA fundraisers/Grants
- Parent classes (Adult ESL, technology and health classes)
- Informational sessions on middle school and high school application process
- School sponsored family trips to Bronx Zoo and other educational sites as funded by Urban Advantage program
- Literacy and math nights for families. winter science expo, spring arts expo, health fairs
- Parent summits where services are offered from community based organizations

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- offer choice based adult education courses to serve community needs
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- 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;
- 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;
- 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;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Pupil Personnel Team (scheduling and per diem)
- Academic and Guidance Intervention Teams (scheduling and per diem)
- Violence Prevention After school Programs (OTPS, per session)
- Title III Parent Programs (per session, OTPS)
- Title I Parent Programs, (per session, OTPS)
- English Survival Classes (partnership)

ANNUAL GOAL #5 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 #5

- To foster teacher growth by providing feedback during cycles of informal observation using Charlotte Danielson's framework.
- To increase the number of times each teacher receives immediate feedback given to all teachers regarding practices, learning environment and student learning.
- To provide professional development to staff which aligns with the implementation of CCLS and Danielson's Framework based on city and state educational mandates and timeframes.

Comprehensive needs assessment

- This will be measured by the goals teachers establish for their personal development in alignment with Danielson's framework.
- Schedule individual teacher meetings to discuss professional goals, practices and student learning
- Use informal learning walk checklist and Charlotte Danielson's rubric to provide feedback and next steps on classroom visits.
- Increase teacher response by 40% on the school's Learning Environment Survey; increase teachers feedback and quality of reflection to the informal learning walks.
- Teacher feedback on professional development provided by school administration during the 2012-13 school year.

Instructional strategies/activities

- Targeted Professional Development based on teacher created goals. This will include four-week cycles of professional development, provided in-house by literacy and math coaches, as well as specialty teachers in the areas of special education, ESL, content areas, guidance support and data/technology support. The sessions will be held once a week for a 50-minute period. Teachers will have completed six in-house cycles of professional development by June 2013.
- School wide reading of "Lost at School" by Dr. Ross Greene and its implementation by teachers in the classroom in alignment with Danielson's Framework regarding classroom environment.
- Teacher's College Reading and Writing workshop professional development provided to teachers across grade levels during the course of the school year.
- Assignment of teachers representative of elementary and middle school levels to participate in instructional lead meetings held by the network.
- The assignment of lead teachers on each grade level and content area to disseminate information to staff in a timely, relevant manner.
- The lead teachers will also work with literacy and math coaches in communicating information to staff.
- The addition of a math coach and Network Math Specialist to provide support to classroom teachers in the area of math.
- Teacher professional development as provided by the DOE according to areas of specialty and need throughout the school year.
- We will place a focus on the competences chosen: IE Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, and 3D Using Assessment in Instruction.
- Using our benchmark calendar, schedule teacher meetings at least three times throughout the year to get updates on achievement of teacher goals, student learning and parent feedback.
- Discuss implementation of goals and revise teacher goals after feedback is received

Strategies to increase parental involvement

- To provide parents with the information and training on CCSS, Citywide Expectations, and instructional initiatives designed to support the education of their children

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Teacher Team Meetings (scheduling and per diem)
- Network Support Meetings (scheduling and per diem)
- Instructional Lead Teacher Meetings (per diem)
- Mentoring (scheduling)
- Thursday Professional Development (scheduling and per diem)
- Enrichment After school Program (OPTS, per session)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA</p> <p>Total Number of Students 32</p>	<p>Reading Recovery</p> <p>Wilson</p> <p>ReadersTheatre</p> <p>Imagine Learning Online Reading Software Program for ELLs</p> <p>Power Lunch/Everybody Wins</p> <p>Foundations</p> <p>At-Risk SETTS</p>	<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>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>
<p>Mathematics</p> <p>Total Number of Students 18</p>	<p>Small group instruction based on specific needs (ex. Place value, division) –</p> <p>At-Risk SETTS</p>	<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</p>	<p>All services are provided during the school day and/or during extended time hours</p>

		from service providers who push into regular class settings	
Science Total Number of Students 32	Small group work Extended Day Non-fiction reading within content area	Conferring and small group intervention during science class periods. Interdisciplinary instruction is provided during ELA and Math extended time groups to address students who scored a level 1 and 2 on the fourth grade state science test	Services are provided during the school day and/or extended time hours
Social Studies Total Number of Students 32	Small group work Extended Day Non-fiction reading within content area	Conferring and small group intervention during humanities classes.	Services are provided during the school day and/or during extended time hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Total Number of Students	Guidance Counseling Jewish Board New York Psychoanalytical Society Hudson Guild School Psychologist School Social Worker	Small group/one on one counseling	Small group/one on one counseling during the school day with social workers from the Jewish Board of Children and Family Services.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

There are various strategies and activities P.S./I.S. 111 uses for recruitment, retention, assignments that support high quality teachers as defined by NCLB. For recruitment, we work in partnership with a variety of accredited colleges such as Teachers College, New York University, SUNY, Touro College, and Fordham University. We also recruit qualified adults that have been learning leaders in our school and we have a large amount of NYU America Reads Tutors. Many of these student teachers, volunteers and tutors establish positive relationships within our school and have showcased many characteristics of highly qualified future teachers. We provide all of our new teachers with mentors for a year who meet with new teachers frequently and discuss all matters as well as help plan and review lessons. In order to further support high quality teaching, we ensure that staff attends high quality professional development. This development includes Teachers College Workshops in Reading and Writing and Science, ESL workshops and ICT workshops at the network and Teachers College. Teachers also attend behavior management workshops hosted by RAMAPO, work in partnerships with Lauren Irwin and Moira Domaille from the New York Psychoanalytical Society and two interns that are social workers from the Hudson Guild. Staff also attends various cycles of Professional Development based on teachers's needs or interests. Teachers also meet one period weekly as a grade team to plan and develop curriculum in reading, writing, math and social studies. In order to meet the standards of NCLB, teachers use research based practices and curriculum to drive their teaching practices. We have lead teachers on each team to help support and guide this work.

At the beginning of each school year, teachers reflect on their practice and develop new goals for the upcoming school year. These goals are aligned with Charlotte Danielson's Educational framework and are discussed with the Principal within the first week of the school year in order to set measurable outcomes. Halfway through the year, teachers meet with the Principal to update and reflect on their goals as a lifelong learner. In addition, all new teachers receive three formal observations each year and several informal observations. They also create portfolios to submit for tenure that highlight work across all subject areas and showcase growth, progress and differentiation over their professional years.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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. Therefore, our school, 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 our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of 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;
- offering choice based adult education courses to serve community needs
- providing translators for parent teacher conferences to support communication of student learning and progress
- **providing parents with the information and training on CCSS, Citywide Expectations, and instructional initiatives designed to support the education of their children**
- 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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;

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

- holding an annual Title I Parent Curriculum Conference;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, 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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 are assisted in filling out the forms which are returned during these meeting. An attendance form for all meetings is kept with the names of the ELLs and their parents to ensure outreach to those parents who do not attend one of the initial orientation meetings. The ESL teachers as well as the Parent 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 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
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)

ELLs-SWDs are included in curricular areas such as Science, Physical Education and occasionally Math and Social Studies with students from the General Ed population. ELLs-SWDs are also included in pull-out groups of ELLs in General Ed when receiving ESL services. ELLs-SWDs are included in all special programs and activities conducted by the school during the day as well as after school. Such activities include but are not limited to sports teams, band, chorus, musical/theatrical performances, grade class trips, Middle School 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.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

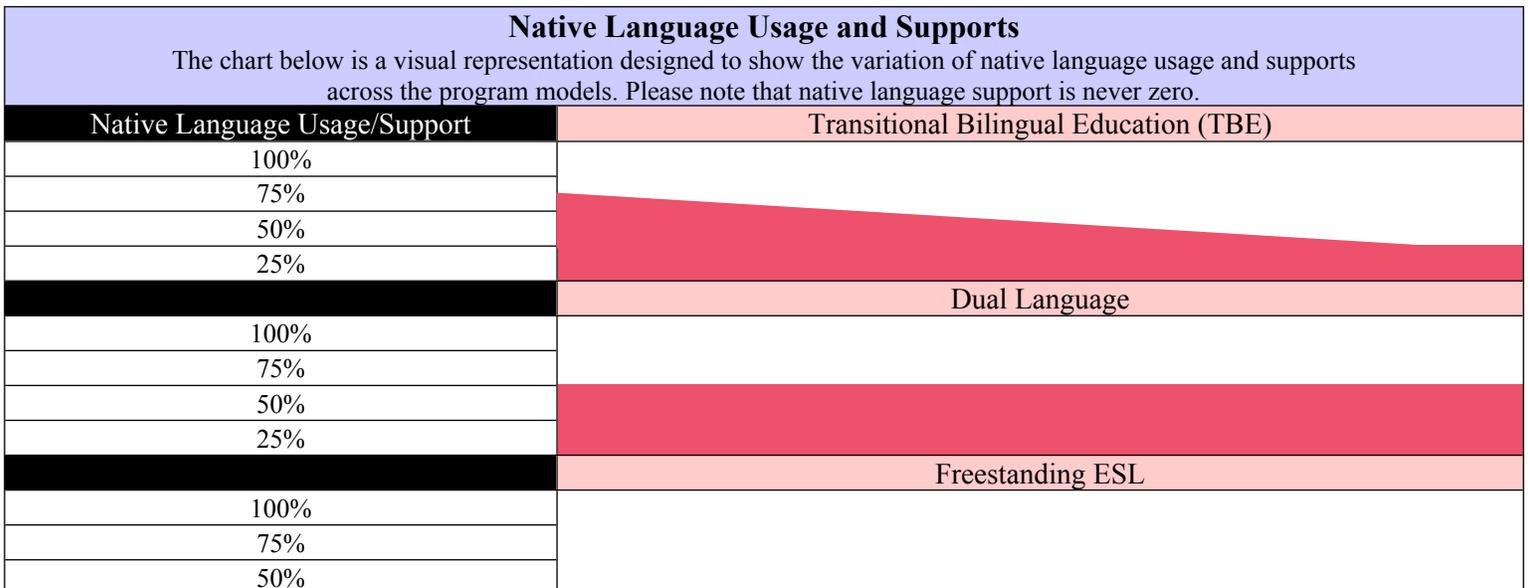
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			

Social Studies:	English only
Math:	English only
Science:	English only
Art	English only
Computer Science	English only
Physical Education	English only

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.			

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)

The targeted intervention programs in ESL, math and other content areas are offered to ELLs as described in all the aforementioned groups in Section IV Question 4. Licenses have been purchased from Imagine Learning for the 2011-12 school year to determine the efficacy of using this literacy program to develop decoding, vocabulary and comprehension with ELLs who are Newcomers and/or have special needs. Each of these programs addresses specified needs in ELA, Math, Social Studies and Science. Spanish and other languages are used by some of the Extended Day teachers when possible to support comprehension. The other targeted intervention program is the Title III program which is offered to all ELLs in Grades 3-8. This program specifically targets Reading and Writing in addition to focusing on building student vocabulary. In addition, special emphasis is placed on reading and writing in different genres as well as the review of format and types of questions and responses required on the ELA test. The Benchmark Genre Workshop series which features multi-genre texts at lower Reading Levels will be used to promote growth in comprehension and writing with ELLs. Materials from the RIGOR series in Social Studies are used to support conceptual growth and reading comprehension. Materials from Math Explorers and English Explorers in Science will also be used to support ELLs. ELLs whose first language is Spanish in Gr. 6-8 receive books/materials in Spanish from the Impact Math Program. Other foundation programs such as Wilson and Words Their Way are used to support continued knowledge of phonemic awareness with ELLs throughout the grades. Certain ELLs will be referred to the Academic Intervention Team (AIS) to receive Tier I and II Interventions (in English) before the formal process of referral is considered. Advisory groups are held with 8th grade ELLs to provide support in choosing appropriate high schools and filling out an effective application. Multilingual informational materials are provided and ELLs are guided to choose those high schools with appropriate bilingual and/or ESL programs that will address their needs.

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.

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 genres in English. There are also leveled and multi-genre libraries in Arabic and Spanish; a small library of Chinese books is also available. A comprehensive library of multilingual dictionaries, glossaries in the content areas and bilingual picture dictionaries is available in almost all the native languages spoken by ELLs in the school. These materials easily accessible to all ELLs in the ESL classrooms where students may come with their baggies to borrow at any time during the school day when the ESL teachers are in the classroom. There are also books with tapes and/or CDs which are used with tape or CD players placed in classrooms. Leveled books in English with literacy activities are also available in classrooms with ELLs. Materials for Newcomers such as Grammar Chants, phonemic awareness, and templates for writing and are also provided in binders for Newcomer ELLs.

The Teachers College Reading and Writing Project (TCRWP) is the literacy curriculum that is used in grades K-8. Teachers adapt and scaffold lessons for ELLs by using tools such as graphic organizers, writing templates, pictorial models, and chants to enable ELLs to access the skills in reading and writing across genres. Materials from the Oxford Kids Picture Dictionary Program and Content Area programs are used to support vocabulary development, reading, and writing skills with Newcomers in grades 3-8. This includes picture vocabulary, some bilingual vocabulary (in Spanish and other languages), adapted texts, grammar/reading chants, and writing templates to promote student comprehension of themes related to daily life in school, at home and in the content areas.

Content area materials include adapted texts such as items from the Benchmark series of books in Social Studies and Science which provides leveled books with adapted texts, graphic organizers, and strategies designed to support greater access to concepts by ELLs. These texts/materials been designed by Margarita Calderon, a noted authority on the development of adapted materials for ELLs.

Technology use with ELLs includes computers with programs for ELLs in the classrooms as well as activities in the Computer LAB. Activities in the classrooms include Imagine Learning and the Rigby PM Reader leveled reader CDs. Both programs offer activities to develop knowledge of listening vocabulary, fluency and comprehension in reading. The PM Reader CDS also offer basic writing activities related to the books included on the CDs. The activities in the Computer LAB include basic knowledge of Word, use of computer search sites, as well as the various other applications such as i-movies which are used to develop activities that are directed by the teachers in Humanities, Math and Science. The computer technologist also articulates with the ESL teachers in Grades 3-8 to provide appropriate programs for Newcomers.

Native Language Support in ESL (Q.14)

Native Language support (in Spanish, some French and some Arabic) is provided by the three ESL teachers when necessary to make instruction and concepts more comprehensible to ELLs. Spanish as a Foreign Language is taught throughout the Middle School in grades 6, 7, and 8. The Spanish teacher works with a small group of Spanish speaking ELLs during Extended Day to develop greater comprehension in L1 to support English language learning. Bilingual glossaries and dictionaries are also provided for use by ELLs in the regular class. Bilingual libraries are also available in Arabic, Chinese and Spanish. Books and materials in Spanish are also available in mathematics and the social studies.

Required Services and Resources (Q.15)

All services and resources for ELLs correspond to ELLs' age, grade levels, and acquisition levels. Newcomers in grades 3 – 8 receive materials which are used to develop emergent language skills in the four communicative areas of Listening, Speaking, Reading and Writing. Selection of resources also includes literature which reflects experiences at the appropriate developmental level. Materials for students at the intermediate and advanced levels reflect the ongoing skills being developed in literacy and and the content areas at each of the grade levels. Materials for all ELLs are adapted to provide greater access to content and to foster skill development.

Assisting Newly Enrolled ELLs (Q.16)

Newly enrolled ELLs and their parents will be given a tour of the school by the Parent Coordinator. New ELLs at the Beginner level are also given materials especially designed for Newcomers, dictionaries and books in the Native Language when available. All students, including ELLs, are given a copy of the school Handbook (available in Spanish) delineating school polices and procedures. The calendar of events, also available in Spanish, is sent home with students on a monthly basis to provides families with important events (ie: school

performances, PTA meetings, state exams, etc.). The School Messenger system is utilized as another means of communicating with families: an automated message is sent to the home phone with information pertinent to specific classrooms or the whole school (in Spanish when possible). There is also the school newsletter that goes out to families on a monthly basis which outlines the classroom events and school activities.

Language Electives Offered to ELLs (Q.17)

ELLs in grades 6 – 8 are offered Spanish as a Foreign Language and American Sign Language as language electives in the Middle School.

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

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 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 (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.

Parental Involvement Activities(Q.4)

Parental involvement activities at the Adolph S. Ochs school serve the parents of P.S./I.S. 111 by providing workshops that address the social, emotional, and academic needs of parents and their families.

As discussed above parents are provided with a variety of supports and resources to extend their knowledge of the educational system. These resources also provide opportunities for parents to gain information and discuss educational and social issues which impact the lives of families throughout the NYC area. These activities provide parents the opportunity to participate more effectively in the education of their children.

English as a Second Language classes are offered to all non-English speaking parents. Parents meet twice a week to develop literacy skills in English. Parents receive native language dictionaries and other materials to support their literacy. These classes provide activities which support listening, speaking, reading, and writing skills in English. These activities also include trips to agencies such as banks, supermarkets and museums. These classes provide activities which support listening, speaking, reading, and writing skills in English by involving parents in real-life activities. Additionally, once a week, a conversation class in English is sponsored by VOCES/New York Times.

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
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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.

The performance of Beginner ELLs on the TCRWP Continuum for Assessing Narrative Writing is dependent on the student's knowledge of vocabulary and language structure in English and usually ranges between Levels 3 and 4 unless the ELL has no letter knowledge and/or exposure to English or comes from a linguistically different alphabet. Modified templates based on TC units as well as Shared Writing and Directed Writing are used to scaffold activities to develop written expression.

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

2. Data Patterns Across Proficiency Levels (LAB-R/NYSESLAT) and Grades

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% in grades 3 – 5 (5 students), and 25% in grades 6 – 8 (12 students). There are no ELLs at the Intermediate level in grades K – 2, .08% (4 students) in grades 3 – 5, and 10.4% (5 students) in grades 6 – 8. At the Advanced level there are .04% (2 students) in grades K – 2, 29% (14 students) in grades 3 – 5, and 22.9%(11 students) in grades 6 – 8.

Trends in the LAB-R data, similar to the NYSESLAT data, point to a need for supporting students in the areas of reading and writing. Typical results show that students are at least one level higher in listening and speaking as compared to reading and writing. For example, we have several students with an overall score of Beginner but in the Listening/Speaking scored Advanced while in Reading/Writing scored at a Beginner level.

Although the LAB-R is administered to identify ELL eligibility, it is used to determine the level of English acquisition the child has at the time of registration. The data is then used to organize groups for ESL services throughout the school year. Once groups are established, students who arrive later in the school year are assigned according to the LAB-R score they achieve.

3. Data Patterns Across NYSESLAT Modalities and Instructional Decisions

The Modality Analysis highlights that most of our students are stronger in the areas of Listening/Speaking. The data indicates that 63.3% (69 students) scored Advanced or Proficient in the Listening/Speaking strands of the test. Only 33% of the ELLs(34 students) scored at the Beginner or Intermediate levels on the Listening/Speaking strands of the NYSESLAT. This data indicates that overall ELLs have developed listening(receptive) and conversational(expressive) skills in English. Although many ELLs scored well on the NYSESLAT, a number of students continue to require additional support in literacy as demonstrated by the Reading/Writing strands. For example, in grades K – 8, 57% (55 students) scored Advanced or Proficient on the R/W strands. Almost an equal number of ELLs (57) scored at the Beginner and Intermediate Levels(52%) on the Reading/Writing strands.

When we separate the data into grade bands (K – 2, 3 – 5, and 6 – 8) we see that there is a greater number of ELLs in grades K-2 (39 students). In grades 3-5 there are 25 identified ELLs and in grades 6-8 there are 29 ELLs. There are 9 ELLs at the Beginner level in the elementary grades (K – 5) and 12 ELLs at the Beginner Level in Grades 6-8. The number of Intermediate ELLs(4) is almost equal to he

number of Intermediate ELLs(5) in Gr. 6-8. The largest group of ELLs falls at the Advanced Level with 16 Advanced ELLs in Grades K-5 and 11 in Grades 6-8.

NYSESLAT data patterns across the modalities Listening/Speaking (L/S) and Reading/Writing (R/W) reveal greater progress in L/S across the grades during the initial administrations of this test. The majority of the ELLs show continual progress in L/S toward Proficiency at a quicker pace than in R/W. This progress is usually maintained throughout later stages in the administration of NYSESLAT. The progress in R/W is somewhat slower and indicates the longer time needed to develop skills in vocabulary, syntax and writing structure with ELLs.

The data shows us that while ELLs are making progress students continue to require additional focused support in the areas of reading and writing. The implications for instruction indicate that ELLs need explicit teaching of vocabulary(especially the Toolkit Words – words most commonly found in nonfiction text) as well as explicit teaching of Grammar in Context. These elements are essential in developing the foundation for improved comprehension and written expression. Additionally, genre elements in need to be carefully modified and taught using graphic organizers. Materials and activities which provide comprehensive modeling as well as group and independent work are also needed to develop and strengthen literacy. Throughout the school year teachers are provided with materials geared towards scaffolding literacy and content area skills for ELLs. Writing is scaffolded and supported by the use of authentic literature as models for writing which clearly demonstrate features of specific genres. This requires a rigorous review of the skills attained and a progressive program of building higher levels of critical thinking and writing.

4. a. Patterns of Achievement Across Proficiencies and Grades

Analysis of achievement on standardized tests shows that students at higher proficiency levels tend to achieve at higher levels especially on the ELA. The majority of the students at Level 1 on the ELA are at the Beginner proficiency level with many ELLs taking the test for the first time. The highest number of ELLs(22) achieved a Level 2 on the ELA. This demonstrates an overall increasing competence in literacy by ELLs who are at the Beginner or Intermediate levels on the NYSESLAT. A concern remains, however, about ELLs at the Advanced level who continue to achieve Level 2 over a number of years as discussed in Section A, 5d.

The analysis of performance by ELLs in Math indicates that those ELLs who take the test in their Native Language as well as English did better overall even if the student was a Newcomer at the Beginner level in English acquisition. There was almost an equal number of ELLs(16) who achieved a Level 1 in Math as those who achieved a Level 2(17) with several(3) achieving at Level 3. In general, it should be noted that all ELLs had the English version as well as the NL version of the Math test available or an NL translator.

ELLs using the Native language versions of the NYS Science test in grades 4 and 8 showed a significant difference in scores than those taking only the English version. In general, however, most ELLs had both English and NL versions of the Science tests available or a NL translator. There were 4 ELLs achieving at Level 2 and 4 ELLs achieving Level 3 on the NL version of the 4th Grade Science tests with 1 ELL achieving at a Level 4. Similarly, there were 5 ELLs who achieved a Level 2 and 3 ELLs who achieved a level 3 on the NL version of the 8th Grade Science test. These results indicate a growth of conceptual development in the content areas which was supported by adapted and scaffolded materials and strategies.

Content Standards in ELA, Math and Science are outlined on a Parent Report which is generated at the beginning of each new school year. The report for each child clearly shows data which indicates overall level as well as student performance on each of the key standards for each subject (Language for Information and Understanding, Language for Literary Response and Expression and Language for Critical Analysis and Evaluation) or Content Strands(Number Sense and Operations, Algebra, etc.)

b. ELL Periodic Assessments

ELL periodic assessments provide baseline data at the beginning of the year for Newcomer ELLs and give some insight about the progress

of continuing ELLs in Listening, Reading and Writing at grade level 3-8. Results from these assessments are posted on the website and teachers may view the results for the three modalities as well as the strengths and weaknesses of students when responding to various types of questions. The review of the results of the Periodic assessments in the ELA and Math give baseline information about Newcomer ELLs as well as insight into the progress of continuing ELLs. Analysis of the types of questions which cause difficulty enable administration and staff to focus on the specific areas in literacy and math in which ELLs need support. Native Language versions of the Periodic Assessments in Math are provided in Spanish to those ELLs who are Spanish dominant and/or wish to look at both English and Spanish versions of the test.

6. Evaluation of Programs for ELLs

Evaluation of programs for ELLs begins by looking at classroom performance in the four communicative skills using checklists specifically designed for ELLs (e.g. Authentic Assessment for ELLs by O'Malley and Pierce and Balancing Reading and Language Learning with ELLs by Mary Cappellini). Progress is also gauged by steady progress through the F&P Reading Levels as well as TC Continuum for Assessing Writing. While literature in the field states that there is a 5-7 year period of learning to achieve dominance in English ELLs are expected to make continuous progress in the learning and application of skills throughout the subject areas. ELLs who have interrupted formal education (SIFE) or other learning needs are referred to the Academic Intervention team for further analysis of their needs. Formal evaluation consists of an in-depth review of the performance of ELLs on all Periodic Assessments as well the NYS standardized tests in ELA, Math and Science. A diagnostic review of these tests (type of questions, concepts, and learning strands which provide difficulty) provide data to enable administration and staff to provide strategies, scaffolds, and/or Native language resources to support ELLs at all acquisition levels.

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

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

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)
	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.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Olga De Filippis

Borough: Manhattan District: Q2 School Number: 111 School Name: The Adolph Ochs School
Cluster Leader: Despia Zaharakis Network Leader: Dan Feigelson Title I Schoolwide Plan (Conceptual Consolidation?)
yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/7/12 Senior ELL CPS: Olga De Filippis Additional Comments:		