



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ADOLPH S OCHS SCHOOL AND ACADEMY

DBN (i.e. 01M001): 02M111

Principal: IRMA M MEDINA

Principal Email: IMEDINA2@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: DAN FEIGELSON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Irma M Medina	*Principal or Designee	
Amy Howell	*UFT Chapter Leader or Designee	
Migdalia Colon	*PA/PTA President or Designated Co-President	
Carmen Vega	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rebecca Greene	Member/ Teacher	
Robert Goldstein	Member/ Teacher	
Elena Mario	Member/ Parent	
Rumana Haque	Member/ Parent	
Marisela Perdomo	Member/ Parent	
Jessica Rodriguez	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students in grades first through eight will increase their skills in comprehending information texts. They will also be able to find supporting evidence and integrate information from multiple texts in order to write and speak about the subject knowledgeably, as outlined on the Common Core Learning Standards. We will increase last year's AYP by 5% as compared to the citywide AYP.

Comprehensive Needs Assessment

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

After the data analysis of the F&P reading assessments, Performance based assessments and NYS ELA results, we noticed that our students performed 10-15% below the citywide average on multiple choice questions based on informational texts.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A- According to the CCLS, students must be able to determine the central 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 Expeditionary Learning units of study, students will have many opportunities to read from longer informational texts and novels to practice this work. The Expeditionary Learning curriculum focuses on reading for vocabulary, gist, understanding, and using details from the text to support their ideas/inferences from their reading. In order for students to read and comprehend informational texts as stated in the CCLS, teachers will scaffold this work through a variety of expository, narrative and hybrid nonfiction texts. The work will be carried across grades, using varied levels, shared reading experiences and read alouds. There will be an emphasis on Level 2 students in grades 3-8 with support from lead teachers and administrators.
2. Benchmark assessments that are aligned with the Core Knowledge and Expeditionary Learning curriculum s will be given in order to track student progress in the writing process. These benchmarks will help determine a student's ability to draft, edit, revise, and publish various forms of writing. Fountas and Pinnell Reading Assessments will be administered during the months of September, November, February, April to assess reading levels for all students in grades K-8.
3. Teachers will meet during weekly team meetings according to content specialty and grade level. These meetings will be designed and devoted to creating differentiated instruction and CCLS aligned lesson plans for all students.

B. Key personnel and other resources used to implement each strategy/activity

1. - ELA Teachers, Special Education Teachers and Paraprofessionals will work together to provide various services in a warm learning environment and create differentiated instruction that adheres to the implementation of CCLS aligned curriculum for general education students, students with IEP's and English Language Learners.
2. For assessing student growth in writing, ELA teachers will use a CCLS aligned rubric for argument based writing. Students will be taking a position on various high interest topics, and supporting their argument with evidence from the text that supports their argument. Student reading levels will be assessed using the Fountas and Pinnell reading assessments, students will be assessed for fluency and comprehension.
3. Based on the data collected from performance based assessments, teachers will plan and modify lessons aligned with the CCLS utilizing the Core Knowledge and Expeditionary Learning curriculums, as well as supplementary instructional materials.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Based on the new MOSL requirements we will evaluate the growth of students school wide in ELA grades K-8.
2. In addition, the growth of the ELL population will be assessed utilizing NYSESLAT data.
3. The evaluation of the effectiveness of lesson/unit plans will be determined by a review of pre and post- performance assessments for our target population of students who scored level 1 and 2's on the NYS ELA exam.

D. Timeline for implementation and completion including start and end dates

1. 1- We will be implementing the Core Knowledge and Expeditionary Learning curriculum as it aligns with the CCLS in the 2013-2014 school year. Teachers have been given proper resources that will help support the implementation of this curriculum.
2. Benchmark writing assessments will be administered at the launch of every new unit. Fountas & Pinnell assessments will be completed quarterly to assess growth.
3. Teachers will meet weekly in grade level teams. In addition teachers will meet in 4-6 week PD cycles during the course of the year that will focus on specific targeted

areas of instruction as determined by the data to provide further support in the rollout of the new curriculum.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Classrooms in grades K-8 will be using various novels that adhere and align with CCLS. These novels will be used to teach vocabulary, comprehension, spelling, the writing process, and other various facets of English Language Arts that align with CCLS.
2. The benchmark assessments administered will adhere to the Core Knowledge and Expeditionary Learning curriculums and align with CCLS. Students will be expected to state their claim on various high interest topics. As it also pertains to CCLS, students will need to show evidence of the writing process, support their claim with examples of evidence from the text, correctly cite their sources used, and state a counter-claim. Fountas and Pinnell reading assessments will be utilized to gauge student growth across the school year.
3. Teachers will be working in grade team meetings on a weekly basis to create CCLS aligned lessons that help students with varying learning styles. Staff will also meet Thursday mornings to implement different school wide strategies for behavior management including ways to engage challenging behaviors and PBIS.

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).

Refer to Goal #2

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	X	Grants
---	----------	----------	-----------	---	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Private grant 35: Educational Consultant-Story Pirates.

Morgan Stanley Grant

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will increase parent involvement in school activities; parent/teacher conferences, PTA meetings and workshops, by 10%.

Comprehensive Needs Assessment

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

Low attendance at parent activities, parent workshops and PTA meetings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Providing materials and training to help parents work with their children to improve their academic achievement, such as literacy, math and use of technology. Activities include but are not limited to: International Dinner; Scholastic Book Fair; Popcorn Friday; Family workshops with Learning Leaders on topics such as nutrition, literacy, math, technology; Family Fridays; School Safety Parent Summit.

B. Key personnel and other resources used to implement each strategy/activity

1. PTA Executive Board, Staff, parent volunteers, Learning Leaders staff, parent room to use computers and network with other parents and community based personnel.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will review attendance sign in sheets for meetings and workshops from 2012-2013 and compare growth against the attendance for 2013-2014. Parent responses as outlined in surveys after an activity to gauge feedback and next steps to increase parent involvement.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Family Fridays September 2013 – June 2014; Scholastic Book Fair December 2013 and March 2014; Learning Leaders Family Workshops January, February, March 2014; International Dinner December 2013; Parent Informational Sessions March/April 2014.

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).

2. Providing materials and training to help parents work with their children to improve their academic achievement, such as literacy, math and use of technology. Activities include but are not limited to: International Dinner; Scholastic Book Fair; Popcorn Friday; Family workshops with Learning Leaders on topics such as nutrition, literacy, math, technology; Family Fridays; School Safety Parent Summit.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
----------	-----------------	----------	-----------------	------------------	------------------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will conduct a minimum of six 15 minute informal observations or a 45 minute formal and three 15 minute informal observations per teacher and provide immediate feedback to teachers using Charlotte Danielson's revised framework.

Comprehensive Needs Assessment

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

This was implemented due to the revision of the NYC teacher evaluation system as mandated by new state guidelines.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will be assessed during a number of formal or informal observations conducted to track teacher progress using the Charlotte Danielson Rubric. There will be a post observation debrief for all formal assessments. All data will be reviewed immediately, and written feedback will be given to all teachers immediately after a formal or informal observation takes place.
2. Targeted Professional Development based on teacher created goals. This will include six week cycles of professional development, provided in-house by literacy and math content specialists, as well as specialty teachers in the areas of special education, ESL, content areas, guidance support, and data/technology support.

B. Key personnel and other resources used to implement each strategy/activity

1. The Charlotte Danielson rubric regarding the framework for teaching components focuses on four main areas; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrators will use these four main components to assess teacher growth, and provide feedback for teachers immediately after the observation
2. A talent coach assigned to support school administration in the implementation of the new teacher evaluation system.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will be evaluated on practices in the classroom, differentiation, knowledge of content, knowledge of students, instructional outcomes, coherent instruction, designation of student assessments, environment, classroom procedures, engagement, maintenance of accurate records, and reflection on their own practices.
2. Classroom teachers will set aside artifacts from their teaching practices to show growth in their abilities. They will use the artifacts as a tool to help them show proper teaching practices as well as student growth.

D. Timeline for implementation and completion including start and end dates

1. The new teacher evaluation system will be implemented for the 2013-2014 school year.
2. Individual teacher goals will be created at the beginning of the 2013-2014 school years, and reflected upon at the end of the 2013-2014 school years.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Upon review administrators will work alongside teachers to help build a toolkit that adheres to each individual teacher's strengths and weakness.
2. Staff established goals aligned with the Charlottes Danielson's Framework for the school year and will reflect on their goals toward the end of the school year.

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).

Parents will provide feedback on surveys at the end of each workshop.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
ELA	<p>Different interventions are implemented based upon each learner's needs.</p> <p>Some strategies used include: guided reading, a personal word wall, pre-teaching vocabulary, graphic organizers, explicitly taught vocabulary, small group phonics work, and allowing students extra time to complete tasks.</p>	<p>Students receive small group instruction and one-to-one conferencing during the school day.</p> <p>A SETTS teacher picks up students and provides at-risk services in small group.</p> <p>Certain students are placed in an ICT setting and have additional support from a fully certified Special Education teacher.</p> <p>An America Reads Tutor works with students individually.</p> <p>Students participate in Power Lunch, a one-on-one reading program with a mentor from the community</p>	<p>All students identified as at-risk attend extended day on Tuesdays and Wednesdays from 8:00-8:50.</p> <p>Most services are provided during the school day.</p> <p>English Language Learners are invited to attend an After School Title III program two days a week.</p>
Mathematics	<p>Instruction is tailored to each learner's needs and based on Math Acuity data and assessments.</p> <p>Some strategies implemented include: use of manipulatives, visual examples, explicitly taught vocabulary, flashcard practice, and an individualized math word wall.</p>	<p>Teachers work with students in small groups to provide targeted instruction.</p> <p>High performing middle school students are assigned to an elementary school student to tutor during their lunch time and during extended time.</p>	<p>Services are provided during the school day.</p>
Science	<p>Different interventions are implemented based upon each learner's needs.</p> <p>Some strategies used include: a personal word wall, pre-teaching vocabulary, graphic organizers, explicitly taught vocabulary, and allowing students extra time to</p>	<p>Learning Leaders support at-risk students with science curricula.</p>	<p>Services are provided during the school day.</p>

<p>Social Studies</p>	<p>complete tasks. Some strategies used include: a personal word wall, pre-teaching vocabulary, graphic organizers, explicitly taught vocabulary, and allowing students extra time to complete tasks.</p>	<p>Mentors from Columbia University work with students on debate work and public speaking practice.</p>	<p>Services are provided during the school day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Different strategies are implemented based upon each student's needs.</p> <p>Some strategies include: individual counseling, group counseling, social skills group, peer mediation,</p>	<p>A SAPIS counselor provides at-risk counseling for violence prevention and alcohol abuse.</p> <p>Bilingual school social worker works with students on a one-to-one basis.</p> <p>A social worker from Jewish Board of Children and Family Services works with students individually.</p> <p>Interns from the Psychoanalytic Society provide small group interventions.</p>	<p>Services are provided during the school day.</p> <p>There is an after school mentoring program for Middle school girls.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

There are various strategies and activities P.S. /I.S. 111 uses for recruitment, retention, and assignments that support high quality teachers as defined by NCLB. For recruitment, we work in partnership with a variety of accredited colleges such as New York University, SUNY, Tour College, and Fordham University. We also recruit qualified adults that have been learning leaders in our school and we have a growing number 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 and share best practice, create a collegial environment and collaborate on lesson planning. In order to further support high quality teaching, we ensure that staff attends high quality professional development. This development includes Science, ESL workshops and ICT workshops. Teachers also attend behavior management workshops hosted by RAMAPO and PBIS, work in partnerships with community based organizations. Staff also attends various cycles of in house Professional Development based on teachers' needs or interests. Teachers also meet one period weekly as a grade/content area team to plan and develop curriculum. In order to meet the new CCLS, teachers use research based practices and curriculum to drive their teaching practices. We have lead instructional 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 month of the school year in order to set measurable outcomes. Mid-year, teachers meet with the Principal to update and reflect on their goals as a lifelong learner. In addition, all teach based on the option selected in Advance. 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Targeted Professional Development based on teacher created goals. This will include four-week cycles of professional development, provided in-house by literacy and math instructional teachers, 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 50-minute periods.

Staff members meet in grade/content area teams. Teams focus on best practices to ensure each student meets the Common Core Learning Standards. Staff members are sent to workshops that adhere to the teacher created goals as aligned with Danielson's Framework for teaching. They will be engaging in lab site visits to enhance classroom practices and student achievement,

School wide participation in the implementation of Positive Behavioral Intervention and Supports (PBIS). Staff members will receive training with PBIS coach and by in house team members who will turnkey information at staff meetings and during our Thursday PD.

Professional development provided to teachers across grade levels on the implementation of the new literacy and math curriculums.

Assignment of teachers representative of elementary and middle school levels to participate in instructional lead meetings held by the network.

Teacher professional development as provided by the DOE according to areas of specialty and need throughout the school year.

Using our benchmark calendar, schedule teacher meetings at least three times throughout the year to obtain updates on

achievement of teacher goals, student learning and parent feedback.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our school utilizes local, state and federal funds to supplement and support existing programs and create new programs to bring additional support to children in temporary housing and/or have been exposed to violence in their families. All children are given the opportunity to participate in assembly programs, guest speakers, and partnerships with outside organizations.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

-Our school engages in the following transition plans for families with preschool children:

-Family workshops with the early childhood social worker.

-Teacher meetings with administrators are used to identify children who are struggling academically, or performing below standard in ELA or Math, so that they can receive Academic Intervention Services, or Extended Time.

-Various joint Professional Developments and parent involvement opportunities--orientation for kindergarten before the end of school.

-Stepping-up ceremony for preschoolers.

-Visits to kindergarten classrooms.

Measures to Include Teachers in Decisions Regarding Assessments

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

-Grade level staff decided on their MOSL selection for the school year.

-Lead Teacher Committee members attended sessions on the New Teacher Evaluation System and then reviewed and shared information with colleagues.

- Staff members made informed decisions on their option for informal or formal observations. Staff members meet weekly on Thursday for Professional Development and during Grade/Content Area weekly meetings to review student work, new curriculum, and improve teacher practices.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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;
- 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, skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- 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 (Common Core State Standards), citywide expectations, and instructional initiatives designed to support the education of their children.

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
MAY 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 will 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 111
School Name Adolph S. Ochs		

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

Principal Irma Medina	Assistant Principal Stephanie Saunders
Coach type here	Coach type here
ESL Teacher Claudia Chaska	Guidance Counselor type here
Teacher/Subject Area Amy Howell, ESL	Parent type here
Teacher/Subject Area Jennifer Singer, ESL	Parent Coordinator Zaida Cosme
Related Service Provider type here	Other Joanne Ramirez, Dual Language
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	530	Total number of ELLs	82	ELLs as share of total student population (%)	15.47%
--	------------	----------------------	-----------	---	---------------

Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1													1
Freestanding ESL														
Push-In	1				1		2	1	0					5
Pull-out	0	1	4	1	2	1	1	2	3					15
Total	2	1	4	1	3	1	3	3	3	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	18
SIFE	1	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	2	0	0	0	0	0	0	0	0	2
ESL	68	0	8	12	1	8	0			80
Total	70	0	8	12	1	8	0	0	0	82

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
Spanish	2	14																	2	14
Chinese		0																	0	0
SELECT ONE	0	0																	0	0
TOTAL	2	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	14

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 2 Hispanic/Latino: 13
 Native American: 0 White (Non-Hispanic/Latino): 0 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	2	8	5	6	3	4	4	4					38
Chinese	2		1	1										4
Russian														0
Bengali	1							1						2
Urdu														0
Arabic	1	2	3	3	2	2	5	5	4					27
Haitian									1					1
French			1					1						2
Korean														0
Punjabi														0
Polish														0
Albanian		1			1									2
Other	1			1	1				1					4
TOTAL	7	5	13	10	10	5	9	11	10	0	0	0	0	80

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	2	11	1	4	2	4	7	7					40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				3	2	2	1	3	1					12
Advanced (A)	5	3	4	6	4	1	4	1	2					30
Total	7	5	15	10	10	5	9	11	10	0	0	0	0	82

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2			5
4	3	2			5
5	3	1			4
6	4	3			7
7	5				5
8	3	1			4
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		3	3	1					7
4	1	1	2	1					5
5	2	1		2					5
6	2	7	1	1					11
7		8							8
8	1	1		1			1		4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	1	2	2			6
8			1	3	1				5
NYSAA Bilingual (SWD)									0

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

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

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As mandated, the LAB-R is administered to any non-English speaking or bilingual student new to the NYC public school system; this exam is used to identify students' strengths or weaknesses in the four language modalities: listening, speaking, reading, writing and yields an overall composite language acquisition score that determines whether a child is proficient, advanced, intermediate, or a beginner. In addition, native Spanish speakers are administered the Spanish LAB to measure native language fluency and literacy skills. The newly revised version of the second language acquisition exams, called the NYSITELL, will replace the LAB-R in February 2014.

Every spring ELLs are administered the NYSESLAT exam and students are scored as proficient, advanced, intermediate, or a beginner. NYSESLAT data is administered in four subtests: listening, reading, writing, and speaking, and the data is used to determine teaching focus as well as mandated service hours.

Our school utilizes the Teachers College Reading and Writing Project (TCRWP) and the Fountas & Pinnell (F&P) reading levels to assess the early literacy skills of our second language learners. Running records are administered periodically throughout the school year to determine independent and guided reading levels and measure overall growth in reading.

For grades K-5, phonics levels are measured by the Words Their Way spelling inventory. Students are leveled from "beginning consonants" to "inflected endings" and grouped for instruction accordingly. In grades 6-8, the Open Court curriculum is used to assess and teach phonics skills.

"Writing on Demand" pieces are also given periodically throughout the school year; these writing pieces assess student writing abilities and inform instructional decisions. They also measure growth in writing conventions, elaboration, grammar, sequence, and other general writing skills.

For the 2013-2014 school year, P.S. 111 has adopted new curricula for all grades in both ELA and Math. Exemption standards as well as IEP modifications applied for standardized testing will be used in the administration of the assessments which come with the new curricula. Throughout this year, as a staff we will be evaluating the new curricula to determine what modifications need to be made to the assessments so that they may yield valid and useful results. Data from the assessments provided with the new curricula is not available at this time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

A review of the latest NYSESLAT/LAB-R data for grades K-8, reveals the following:

Kindergarten - 2nd Grade

In Kindergarten, 2 students scored as beginners on the NYSESLAT; both students have IEPs for speech, OT, and ICT or SETTs and are currently repeating the grade. Each student showed improvement from the previous year's LAB-R to the NYSESLAT in scale score. Five kindergarten students scored at the advanced level on the LAB-R assessment; NYSESLAT data will be available during the following school year. In grade one, there is currently one student at the beginner level and four students at the advanced level. The beginner level students showed improvement in scale score from the LAB-R exam to the NYSESLAT test. Of the four advanced students, one moved up from a beginner to an advanced level, one moved up from an intermediate to an advanced level, and the remaining two students showed improvement on scale score from LAB-R to NYSESLAT. In grade two, one student passed the NYSESLAT exam, one student moved up from the beginner to intermediate level and one student remained at the beginner level but moved up in scale score from LAB-R to NYSESLAT. The remaining second grade students are new this year and have only been administered the LAB-R.

Grades 3-5

Out of ten third graders, one is beginner, three are intermediate, and six are advanced. Out of ten fourth graders, four are beginner, two are intermediate and four are advanced. Two 3rd grade ELLs remained at the Intermediate level, three ELLs advanced from

Intermediate to Advanced, 3 ELLs remained at Advanced level. One 4th grade ELL remained at the Beginner level, one Beginner advanced to the Intermediate level, one ELL remained at the Intermediate level, 4 ELLs remained at the Advanced level (three of these ELLs have IEPs). Out of three fifth graders, one is beginner, none are intermediate, and two are advanced. Of the 5th Grade ELLs 2 remained at the Beginner level, one ELL remained at the Intermediate level and two ELLs remained at the Advanced level.

Grade 6-8

Out of nine 6th grade ELLs 4 are at the Beginner level. This Beginner group includes 2 Newcomer (less than a year) and 2 second year ELLs. There is 1 ELL in this group at the Intermediate level and 4 at the Advanced level. Of the nine 6th grade ELLs, 2 remained at the Beginner level, 1 remained at the Intermediate level, 1 went from the Intermediate to the Advanced level and 3 remained at the Advanced level. Out of eleven 7th grade ELLs there are 7 Beginners with 2 Newcomers (less than a year) and five 2nd year students. There are 3 ELLs in 7th grade at the Intermediate level and 1 ELL at the Advanced level. Of these 7th grade ELLs 6 remained at the Beginner level, 2 remained at the Intermediate level, 1 ELL went from the Advanced level on the LAB-R to the Intermediate level on the NYSESLAT and one progressed to the Advanced level from Intermediate. Out of ten 8th grade ELLs there are 6 ELLs at the Beginner level. This Beginner group includes 3 Newcomers(less than a year) and 2 second year ELLs. There 1 ELL at the Intermediate Level and 2 ELLs at the Advanced level. In the 8th grade ELL group 4 stayed at the Beginner Level, 1 stayed at the Intermediate Level, 1 ELL went down to Beginner Level from Intermediate, 1 advanced from Intermediate to Advanced and 1 stayed at the Advanced level.

The majority of the ELLs demonstrate growth in raw scores within each proficiency level in each of the subtests of NYSESLAT as students proceed to higher acquisition levels in English. There is moderate growth across proficiency levels especially in the Reading and Writing subtests. There is evidence that some ELLs remain at the Intermediate and Advanced levels for 2 to 3 years as the difficulty of the texts and writing skills become more challenging.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

DATA NOT AVAILABLE AT THIS TIME

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ELA

The vast majority of students who achieve an advanced level on the NYSESLAT pass the ELA with a level 2. Students who scored as beginner in NYSESLAT were either exempt from taking the ELA because it was their first year in the country or they got a Level 1, but were promoted regardless because they were still in their second or third year in an English speaking school system and showed significant progress on multiple measures. The exceptions to that are 2 students with IEPs mandating speech and ICT both of whom scored advanced on NYSESLAT, but scored a Level 1 on ELA.

MATH

For approximately 15% of ELLs in grades 3-8, having the native language tests helped a great deal and they were able to show that they had mathematical proficiency on or approaching grade level when working in their own language. For others (approximately 25%), although the native language support was offered they did not use it, indicating that English had become their stronger language, at least in some academic domains. Of those 40% of ELLs who got a Level 2 on the state math exam, there was a mix of Beginners, Intermediates, and Advanced ELLs as determined by NYSESLAT. There are a significant number of ELLs in our school (approximately 60%) who scored a Level 1 on the state math exam despite using a translator or translated version of the test. In other words for the majority of ELLs, using native language for math testing revealed either a low proficiency in native language literacy skills such that they could barely understand the math story problems when attempting to read them in their L1, or a very low level of math skills, or both. Of those 60% of ELLs who got a Level 1 on the state math exam, there was a mix of Beginners, Intermediates, and Advanced ELLs as determined by NYSESLAT. This indicates that many students are arriving at PS 111 without

grade level math or literacy skills in their native language and therefore fail the math test in their first year. This trend of failure often continues as those same students try to learn higher level math skills in a new language when they do not yet have the basics.

SCIENCE

All fourth grade ELLs passed the science test. Students with Advanced NYSESLAT scores got Level 3 on the science exam with the exception of one advanced ELL with an IEP for speech and ICT who got a 2. The only fourth grader who had a NYSESLAT score of intermediate, got a Level 2 on the science. The visual and hands on nature of both the science curriculum and testing may account for why ELLs typically scored higher on the science than the math or ELA.

All eighth grade ELLs passed the science test. One student with an Advanced NYSESLAT score got a level 3 on the science exam. The four other 8th grade ELLs (one Advanced, two Intermediate, and 1 Beginner) got 2 on the science exam. The two Advanced 8th grade ELLs did not utilize the native language support despite its availability. All Beginner and Intermediate ELLs used the native language translation.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments:

Our school did not administer the ELL periodic assessments in the 2012-2013 school year (although we will do so this year). Instead, we used the TC running records to assess students' progress in reading and on-demand writing to assess their progress in writing. These assessments were given regularly throughout the school year. Additionally, ELLs took the Acuity tests in ELA and Math (with ELL testing modifications) and those results were used to assess the skills of ELLs in relation to grade level standards. Test results were analyzed by classroom teachers and ESL teachers during grade meetings, other prep times, or after school. These analyses centered around how to group students, how to modify lessons, which TIER I interventions could be put into place, and when to seek outside help.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

As mentioned above, the school did not utilize the ELL Periodic Assessments. The information provided by Acuity, teacher-made tests, running records, and on-demand writing is used to determine whether and how much progress ELLs are making. The school has learned from these assessments that students are making steady progress, but not at the speed which would ensure that they catch up to their English language peers. We have learned that the academic issues of many of the ELLs go beyond the issues that arise simply from learning a new language and attempting to learn new content in that new language. As mentioned above weak native language skills and learning disabilities often factor into the rate at which some of the ELLs are progressing. The school recognizes the necessity of addressing the needs of every student. We attempt to do so utilizing AIT, extended day, mentoring programs, after school programs, flexible scheduling, at-risk SETTS, or additional hours of ESL instruction.

When appropriate, native language support is provided to ELLs during testing to help get a more accurate picture of their knowledge and skills. As often as possible reading comprehension questions and writing tasks and test directions are translated into Arabic and Spanish to enable ELLs to better demonstrate their receptive understanding of a text read in English or to complete more confidently a writing assessment in English. For math assessments, translation of the entire test is provided whenever possible.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data is used to guide instruction for ELLs within the Response to Intervention (RtI) framework to differentiate the needs of ELLs at the various proficiency levels. Student growth in the 4 modalities is used to guide instruction based on identified needs either on the Listening/Speaking strands or the Reading/Writing continuum. Additionally, baseline universal assessments are given to all students in ELA and math and the results help to determine which students may need more intensive and tailored instruction. This instruction is provided by the ESL teachers during pull out, by the classroom teachers during independent reading and extended day, and/or by SETTS teachers providing at-risk support. RtI activities for ELLs include, but are not limited to: previewing texts that will be read in class and frontloading difficult and/or useful vocabulary from the text, short problem solving activities which require conversation and critical thinking skills, and co-writing of texts to serve as a model for independent work. Progress is regularly monitored using running records and on-demand writing and paraphrasing assessments. ELLs who do not show improvement in a reasonable amount of time are referred to the Academic Intervention Team for further support.

In the newly adopted Go Math Curricula for grades 3-5, there are RtI manuals that provide targeted practice in specific sub-skills

which correspond directly to the Go Math assessments. This has been an invaluable resource for providing extra instruction and practice during extended day and sometimes in small groups during the school day. Certain extended day groups focus on remedial math skills and students whose baseline assessments indicate the need for targeted intensive math instruction are placed in math groups for extended day.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students identified as ELLs receive targeted ESL services as per their mandated service hours. ESL instruction is based on second language acquisition theory, best teaching practices for English Language Learners, and the numerous assessments given to students; second language development is the primary goal for students in an ESL program.

Beyond the ESL program, students in the mainstream classroom are serviced by teachers who have received professional development sessions on second language acquisition theory and best practices for teaching ELLs. The three ESL teachers hold professional development sessions for classroom teachers to share effective instructional strategies and best teaching practices for ELLs. ESL teachers regularly confer with classroom teachers on how best to adapt materials and lesson plans for their struggling ELLs and attend weekly grade level meetings to offer support. ESL teachers may also provide modified graphic organizers, leveled texts and additional visual supports for ELLs.

When possible native language materials are used to bolster content comprehension and provide challenging literacy practice during the interim in which students are acquiring English. All students are provided with bilingual dictionaries. Many of the science units have Spanish versions which are made available to ELLs when appropriate. In short, all resources we have in students' native languages, we provide for them. However, there is not a comprehensive bilingual aspect to the ESL program. This is one reason that a dual language kindergarten was opened in September of 2013. The school is planning to grow this program through the grades because it would be able to provide more global support to Spanish speaking ELLs as they are acquiring English while having the added benefits of allowing Spanish speaking students to continue developing their native language skills and giving the opportunity to native English speaking children to learn Spanish as their second language.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

a. How are the English-proficient students (EPs) assessed in the second (target) language?

The EPs in the Dual Language Class are assessed using the Estrellita Placement Test and the Benchmark Assessment Tool.

b. What is the level of language proficiency in the second (target) language for EPs?

The EPs are at the Emergent level of proficiency in the second (target) language.

c. How are EPs performing on State and City Assessments?

Students in the Dual language Kindergarten do not take NYC or NYS assessments. The TC running records are used to assess reading levels as well as the Core Knowledge Curriculum Based Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The NYSESLAT and the state ELA and math exams are the standardized assessments that are used to evaluate the efficacy of the ESL program by measuring students' growth over the course of years. Additionally, every year our Network ELL Achievement Coach comes to the school to review the AYP and the AMAO progress chart with the school's administration and ESL teachers.

To measure growth over the course of a single school year, the ELL periodic assessment will be given this year, as well as other criterion based assessments in decoding, vocabulary, spelling, reading, and fiction and informational genre writing.. The ESL teachers take into account the progress of individual English language learners as well as the group as a whole to determine which instructional strategies are working and what content needs to be reviewed in a different way.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents of newly registered students are given the Home Language Information Survey (HLIS) in their native language by the Pupil Accounting Secretary, Ms. Watson. Ms. Watson routinely informs the ESL team when registering new admits so that they may greet parents and conduct an interview. 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 HLIS Survey is understood and properly filled out. HLIS informs the student's dominant language and previous educational experience, and a brief SIFE interview determines the extent of the student's educational background. The three ESL teachers can conduct interviews in Spanish and are assisted by an Arabic, Thai, or Chinese speaking staff member when necessary.

If parents indicate that a child speaks a language other than English on the HLIS, the ESL teachers administer the LAB-R to within ten days of arrival. Scores are recorded for the teachers' personal records and the tests are submitted to the DOE Scan Center. ESL teachers refer to the rubric provided in the yearly assessment memoranda to determine a student's language acquisition level based on his or her raw score. Native Spanish speaking students who do not achieve the cut scores for English proficiency are also administered the Spanish LAB to determine native language proficiency and literacy skills..

Students who have already been admitted to the public school system or who have transferred to P.S. 111 from another public school have "exam histories" listed in the ATS system that can be researched and used to determine whether or not a child is eligible to receive ESL services.

To ensure that every child in the building is accounted for, the ESL teachers routinely check ATS data entry reports, including class lists and the RPOB report.

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. Two parent orientation sessions are held at the beginning of every school year to inform parents of the program choices for ELLs. Translated invitations are sent to parents of new ELLs describing the informational meetings, the multilingual materials to be provided, and the importance of attendance. At the meetings, a powerpoint presentation provides visuals as the three fully certified ESL teachers discuss the ELL identification process, the LAB-R, Spanish LAB, and NYSESLAT. Materials from the DOE website are provided in the parents' native languages, and the Parent Orientation Video is also shown in native languages.

Parents are given materials explaining the three program choices in their native languages. The Parent Coordinator, Zaida Cosme (Bilingual Spanish), attends parent meetings and provides additional support 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. Parents who cannot attend these meetings are invited to make an appointment with one of the ESL teachers to meet at a more convenient time. Additionally, parents of students who are admitted after the initial meetings are held are provided with individual or small group information sessions to watch the video, receive materials in their native language, complete the Survey and Program Selection Form and ask questions.

The Parent Orientation meetings for 2013 were held on October 4th, 2013.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

Every effort is made to distribute the Entitlement Letters and the Parent Survey and Program Selection forms at the orientation meetings described above and at additional meetings held individually or during Parent Teacher Conferences. Parents who attend one of these meetings are assisted in filling out the forms which are generally returned during these meetings. If a parent wants to keep the form and return it at a later date, then one of the ESL teachers follows up. 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. Copies of entitlement letters and Program Survey and Selection Forms are stored in the ESL classroom.

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.

The ESL teachers use the data from the HLIS, initial interviews with parents when necessary, and a review of test histories (if applicable) to place ELLs in the most appropriate classroom available at their grade level. With the exception of kindergarten, ESL pull out/push in is the only program available for ELLs in this school. All ELLs are placed in an age and grade appropriate monolingual general education classroom. ELLs with IEPs for ICT or 12-1 are placed accordingly. By pulling out small groups of ELLs grouped according to age and acquisition levels, the ESL teachers provide support to the ELLs according to their mandated hours as determined by their LAB or NYSESLAT scores. Communication with families about the program placement of ELLs is affected by distribution of Entitlement, Non-Entitlement, and Continued Entitlement letters in the native language and/or English and through parent orientation meetings as outlined above. Parent choice is also 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

One member of the ESL team attends a full-day professional development session each year on how to administer and score all sections of the NYSESLAT. This year Amy Howell attended the PD session; she then turn keyed the information to the rest of the staff involved in the administration process.

The ESL team in the building divides NYSESLAT test administration by the grades they serve; grade bands are grouped from K-2, 3-5, and 6-8. Prior to NYSESLAT administration, the ESL staff creates a schedule by grade bands to ensure that each student is accounted for in the administration of each subtest. The test administration schedule includes make-up dates for students who were absent during scheduled test administration.

As per NYSESLAT Speaking test administration regulations, ESL teachers are not permitted to test their own students. Therefore, the ESL team divides the students so that each staff member shares responsibility for testing another's students. Writing, reading, and listening subtests are administered to students by their ESL teacher and follow the schedule created prior to the beginning of the testing period.

After test administration has ended, the ESL team, under the supervision of the school's test coordinator, AP Saunders, works together to ensure that all materials are accounted for and packaged according to NYSESLAT directions.

6. 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.) 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. 

Parent Trend in Program Choices

Program Selection Forms indicate that in Kindergarten 2 out of 7 parents requested the Dual Language with 5 parents still to respond. In first grade, 2 out of 5 parents selected ESL with 1 parent rejecting transfer to a TBE program and 2 parents still to respond. In second grade, 4 out of 13 parents selected ESL with 1 parent rejecting transfer to a TBE program, 1 parent Rejecting transfer to a Dual Language and 7 parents still to respond. In third grade 1 parent chose ESL. In fourth grade 3 parents chose ESL and 1 parent chose Dual Language. In 5th grade 2 parents chose ESL. In 6th grade, 5 parents selected ESL, 2 parents Rejected Transfer to TBE

program, and 2 parents need to respond. In 7th Grade, 3 parents selected ESL, 6 parents Rejected Transfer to TBE and 2 parents need to respond. In 8th Grade, 4 parents selected ESL, 2 parents rejected transfer to a TBE, 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. This is the same option that the majority of parents have preferred for many years. While 18 parents 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 to pursue these programs for their children. Two parents (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.

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. A Dual Language program in Spanish has been initiated in the 2013-14 school year with plans to extend the program to 1st grade during the 12014 School year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

a. Organizational Models:

The program for ELLs at P.S./I.S. 111 employs the push-in and pull-out models of instruction. A full-time ESL teacher for grades K-2 conducts self-contained pull-out groups 4-5 periods a day and pushes into a Kindergarten class one period each day. 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. She also sees one group of sixth grade ELLs, twice a week as push in and twice a week as pull out. 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 area classes.

b. Program Models:

There are three Newcomer groups: (1-2), (3-5), and (6-8), which consist of newly arrived or second year ELLs. There is one intermediate level group for students in grades one and two and one advanced group each for students in Kindergarten and grade one. The ESL Program for grades 6-8 is comprised of the following groups: a Newcomer group (Beginners) for Grades 6-8, a 2nd/3rd year group (Beginners/Intermediate) for grades 7-8, two 6th grade groups (Intermediate/Advanced), a 7th grade group (Beginner/Intermediate/ /Advanced), a 7th Grade group (Intermediate/Advanced) and an 8th grade group (Beginner/Intermediate/ Advanced).

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)?

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

Gr. K-2

1-2 Newcomers ESL 8 x per wk. 360 min. ELA 15 x per wk. 675 min.

2 Intermediate ESL 8 x per wk. 360 min. ELA 15 x per wk. 675 min.

K - Advanced ESL 4 x per wk. 180 min. ELA 15x per wk. 675 min

1-2 Advanced ESL 4 x per wk. 180 min. ELA 15 x per wk. 675 min.

Gr. 3-5

3-5 Newcomers ESL 8 x per wk. 360 min. ELA 15 x per wk. 675 min.

3-5 Intermed. ESL 8 x per wk. 360 min. ELA 15 x per wk. 675 min.

4/5 Gr. Advanced ESL 4 x per wk. 180 min. ELA 15 x per wk. 675 min.

Gr. 6-8

6-8 Newcomers ESL 8 x per wk. 360 min. ELA 8x per wk. 360 min.

6th Gr. Int./Adv. ESL 4 x per wk. 180 min. ELA 8x per wk. 360 min.

6th Grade Int./Adv. ESL 4 x per wk. 180 min. ELA 8x per wk. 360 min.

7th Gr. Beginner/ Intermediate ESL 8 x per wk. 180 min. ELA 8 x per wk. 360 min.

7th Gr. Intermediate Advanced ESL 4 x per wk. 180 min. ELA 8x per wk. 360 min.

8th Grade Beginner/Intermediate ESL 8 x per wk. ELA 8 x per wk. 360 min.

8th Grade Advanced ESL 4 x per wk. ELA 8x 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 above which indicate the minutes of ESL service per group by each of the three ESL teachers.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are addressed by all three ESL teachers using a variety of strategies and materials. Curriculum units are planned using the scope and sequence of science and social studies, while unit and lesson plan standards are aligned to the common core. ESL instruction supports the content areas taught in the mainstream classroom, using scaffolded instruction that assists the development of content area knowledge and vocabulary development.

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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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 ELL's basic level of competence in the NL.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Data from the LAB-R and the NYSESLAT are used for initial and end of year assessment of the four modalities. Additionally, activities from such programs as the Oxford Kids Picture Dictionary and the Content Areas are used for ongoing assessment of these modalities. Rubrics and checklists for assessment of the four modalities are also selected and use from the source Authentic Assessment for ELLs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE Students

There is currently 1 ELL who is a SIFE student. 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/Beginner ELLs comprise 85% of the ELL population.

Instruction for Newcomer ELLs consists of developing phonemic awareness, vocabulary and a knowledge of English language structures. The activities to develop these skills are embedded in themes which relate to daily life as well as the content areas. Activities respect a student's silent period and the ESL teachers encourage students to participate by pointing, drawing, acting, writing, or listening. Leveled books, bilingual materials (including dictionaries and glossaries), listening centers and computer software are also used to support these ELLs. Adapted materials and strategies which support the new curricula are also developed by the ESL teachers to foster comprehension of grade level classroom studies.

Beginner ELLs (2- 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 mini lessons incorporate such activities as underlining important points and circling key words, responding to short answer questions, the reading of various genres and the use of graphic organizers to respond to text. Beginner ELLs who take the ELA are also strongly encouraged to participate in the Title III after school program which is designed to support reading and writing across the content areas.

Computer reading programs such as Imagine Learning and the PM Storybook leveled reader CDs are placed in classrooms to support language and reading growth across levels. Other language, reading, and math programs such as Starfall, Brainpop ESL, and Math Blaster provide specific skill practice and can be accessed on the Ipads that have been allocated for use by the ELLs.

c. ELLs (4-6 years)

ELLs who have been in an English speaking school system for 4-6 year comprise 15% of the population.

There are no K-2 ELLs in this subgroup. There is one third grade ELL in this subgroup. He has an IEP for ICT and speech and is currently repeating the grade. There are two fourth grade ELLs in this subgroup. These students have IEPs for ICT and one of them also gets speech services. There are two fifth graders in this subgroup. One has an IEP for ICT and gets speech services. The other has an IEP for 12:1 and gets speech services. There are three sixth grade ELLs in this subgroup. One 6th grader has been in an out of the ELSS for four years and returned to her native country during this period. One 6th grader has an IEP for ICT. One 6th grader was placed in the ICT class for extra support in recognition of her academic needs. She is due to receive a special education evaluation. There is one 7th grader in this sub group. She came to PS 111 last year from another public school. Soon after her arrival she was referred to the Academic Intervention Team due to her low-level academic skills in both English and her native language. There are two 8th grade ELLs in this subgroup. One is being evaluated at this time due to learning issues. The other is here just 4 years and has shown significant growth on multiple measures.

The ELLs in this subgroup with IEPs receive specific help with the skills outlined in their individual program. All the students in this group are urged to participate in the Title III after-school program to support literacy skills. ELLs with 4 or more years of service who do not have an IEP are 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 always offered to ELLs in this subgroup.

d. Long Term ELLs (6+ years)

Long term ELLs comprise .02% of the ELL population.

Both ELLs in this subgroup are in sixth grade. One has diagnosed learning disabilities which is impeding his academic progress. He has an IEP for ICT class and receives Speech services. Another ELL is in the CTT class as an at-risk student and is due to receive a full special education evaluation.

e. Former ELLs (1-2 years after proficiency)

There is one ELL in K-2 in this subgroup, 5 ELLs in grades 3-5 in this subgroup, and 6 ELLs in grades 6-8 in this subgroup.

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 as well as the content areas which are available in an extended library of materials for ELLs.

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

Teachers of ELLs with Special Needs develop and adapt grade level strategies and materials to support literacy and content area knowledge. Most scaffolding strategies used for ELLs are also appropriate for ELL SWDs. These strategies include explicit vocabulary instruction, the repetition of directions, shared reading, clear visuals, hands on activities or manipulatives to enhance understanding of new concepts, and chunking information/text into coherent but brief segments. ELLs with special needs usually

have IEPs indicating the areas of need associated with their learning disabilities. The needs of ELLs in this subgroup are met by the ESL and general education teachers in conjunction with the special education teachers and related service providers, including speech, as well as occupational and physical therapists. 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. Additionally, there are two extensive libraries in the ESL classroom, one with leveled texts and the other with thematic book baskets. Books for these libraries have been chosen because they are grade appropriate and high interest, but are written specifically for ELLs and/or students below grade level in reading. All ELLs are encouraged to borrow books from these libraries.

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

ESL teachers confer with classroom teachers and related service providers for scheduling as well as instructional planning. ESL and related service providers make sure that every student gets his or her mandated units without being pulled from another mandated service. Depending on English acquisition level and IEP goals, providers either scaffold the work of the child's classroom or work on more basic skills that a student may need. With the exception of ELL-SWDs with IEPs for 12-1, ELL-SWDs are included in curricular areas such as Science, Physical Education and occasionally Math and Social Studies with students from the General Ed population: modifications of the content itself or its presentation are made as needed. ELL-SWDs with IEPs for 12-1 spend part of the day in an ICT setting when appropriate.. 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, 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:			
Social Studies:			
Math:			
Science:			

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

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

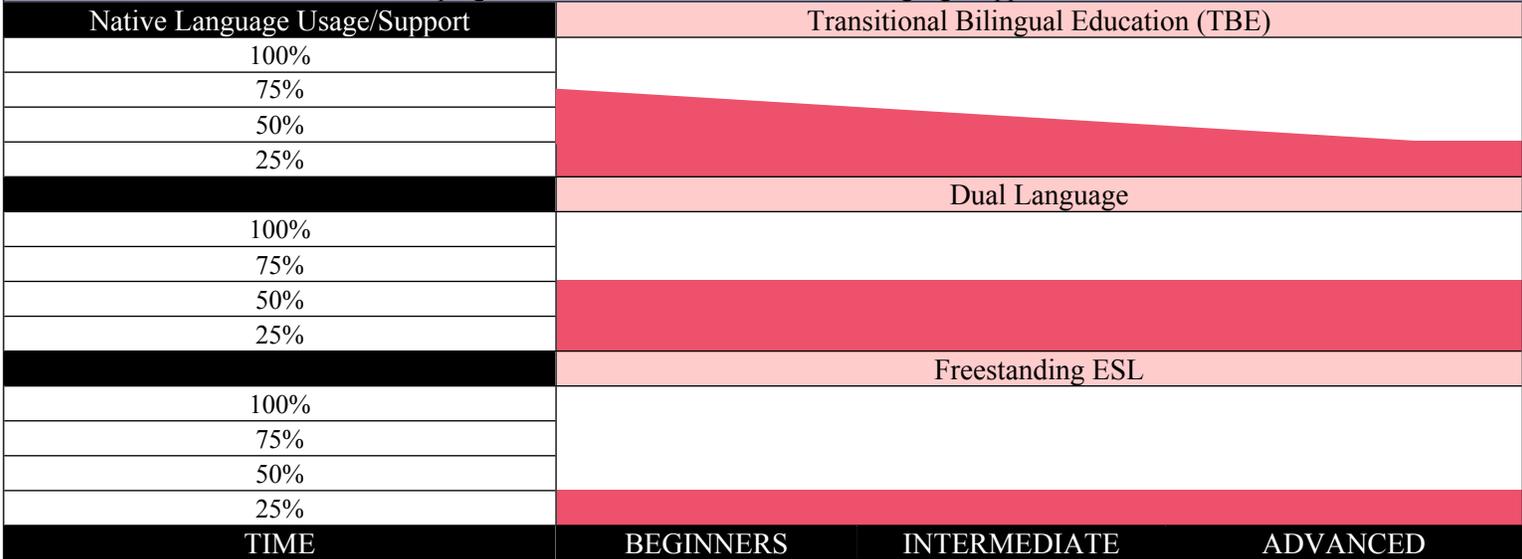
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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

9. 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.

All ELLs at P.S. 111 are invited to attend extended day on Tuesdays and Wednesdays from 8:00-8:50; this allows teachers extra time to work with students who need additional academic support in math or ELA. Groups max out at 10 students to allow for targeted small group instruction.

Through Title III funding, an ESL after school program is offered for ELLs in grades 1-5. ELLs are invited to participate in a 10-week intensive after school program from 3:10-4:30 two days a week. An ESL or content area teacher delivers targeted instruction to improve second language acquisition and literacy skills.

Struggling ELLs are referred to the Academic Intervention Team (AIT). Teachers may present the case of their student to a panel of teacher on AIT, who suggest targeted tier I or tier II interventions. After a teacher has exhausted all interventions, 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All ELLs at P.S. 111 show growth in oral language development, as evidenced on the NYSESLAT listening and speaking subtests and informal observations and assessments.

Most ELLs make progress in reading and writing, as evidenced on NYSESLAT subtests as well as running records and on-demand writing. This indicates that in some ways the current ESL program is meeting the language development needs of the ELLs. However, in terms of learning and using the academic language required for the new common core standards, additional supports may be needed.

As evidenced by the science scores of the fourth and eighth graders, the science program (which has some bilingual materials and many visual and hands-on components) was effective in meeting the needs of ELLs in the content area of science. Even newcomers and beginners were able to achieve at least a level 2 on these exams.

As evidenced by the state math exams as well as teacher-made classroom tests the current ESL Program is not meeting the needs of ELLs in the content area of math.

11. What new programs or improvements will be considered for the upcoming school year?

The Santillana Spotlight on English series is being utilized as a supplemental program in grades K-4. This program is designed to teach elements of grade appropriate content to ELLs, while incorporating explicit grammar instruction. Grades K-2 are using the newly designed Core Knowledge curriculum, specifically created to develop listening comprehension skills, vocabulary, and phonological awareness. In addition, Go Math is a curriculum new to the school this year.

The latest editions of the Oxford Picture Dictionary Content Areas for Kids and the Oxford Picture Dictionary for the Content Areas programs are being used with Beginners and Intermediate level ELLs to support reading, writing and content area skills in grades 6-8.

Brainpop ESL and Smartboard language development activities have been added this year. See technology (Section 14) for details.

The English 3D program developed by Dr. Kate Kinsella is used to develop knowledge and use of academic language in oral and written discourse in Grades 6-8.

12. What programs/services for ELLs will be discontinued and why?

There will be no discontinued programs and services during the 2013-2014 school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ELLs are afforded equal access to all school programs, i.e. Sports and Arts, Storytellers, Power Lunch, and Story Pirates. ELLs are also included on the basketball, baseball, boxing and soccer teams coached by the Physical Education teachers after school. The Title III after school program will be offered to selected ELLs throughout the grades to support growth in literacy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 Instructional materials for ELLs include extensive libraries with books written specifically for ELLs, grade appropriate materials adapted by teachers, and audio/visual materials made by ESL teachers or downloaded from ESL websites, such as “Babblefish”. The school has a membership on “Enchanted Learning” which is a content area resource for teachers online that provides age and grade appropriate content at differentiated reading levels. Additionally, the school has purchased thirty licenses for ELLs on “Imagine Learning”. This is a web-based program leveled for individual students which teaches both language and literacy skills progressively, using native language support. “Brainpop ESL” is a newly-purchased program. It is a computer based program designed to teach language structures as well as content through clear visuals, graded language, and follow-up games and quizzes. Moreover, smartboards have been installed in all classrooms and each room has been assigned its own laptop and document camera. The smartboards come with software for a myriad of activities which can be used to deliver instruction in a captivating and effective way.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Native Language support is delivered for one half day in the Dual Language Kindergarten during Native Language Arts and content area instruction. Spanish is used by all three ESL teachers to support comprehension. When possible, simple Arabic directions are used to support ELLs in Grades 6-8.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.
 Materials and strategies which adapt literacy and content level material for ELLs are used in the ESL classroom and provided to teachers. Leveled books, adapted materials, and graphic organizers are used to enable ELLs to access content across the grade.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 Newly enrolled ELLs are introduced to the school through the services of the Bilingual (Spanish) parent coordinator who provides tours of the school. ELLs and their parents are also invited Curriculum Night at the beginning of the year as well as ELA and Math nights throughout the year.
18. What language electives are offered to ELLs?
 Native Language Arts in Spanish are offered to Kindergarten ELLs in the Dual Language class. ELLs in Grades 6-8 are offered Spanish as a Foreign Language three times per week.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Percent target language used for EPs and ELLs
 The target language(Spanish) is used 50% of the time for EPs and ELLs.
 - % of Instructional Day EPs and ELLs Integrated
 The EPs and ELLs are integrated for 100% of the instructional day.
 The content areas of Science, Math and Social Studies are taught separately.
 - Language Separated for Instruction Time
 Time of day is used to separate the use of language for instruction time. For example.
 Monday, A.M. Spanish, P.M. English; Tuesday, A.M. English, P.M. Spanish.
 - Dual Language Model Used
 The self contained model is used for the Dual Language Kindergarten program.

- e. Sequential or Simultaneous Instruction of L1 and L2?
Emergent literacy is taught in the child's Native Language first.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development Plan for ELL Personnel

Each ESL teacher has the opportunity to attend professional development sessions offered by the CFN network throughout the year. This includes intervisistations, presentations by education companies familiar with ELL teaching and learning, teaching to the common core, as well as a variety of other topics.

2. Professional Development for ESL and Bilingual/Dual Language Teachers for Engaging in Common Core Learning Standards
Throughout the year ESL and Dual Language teachers attend workshops which address aligning the curriculum for ELLs with the Common Core Standards. Some of these workshops include planning sessions wherein ESL/Dual Language Teachers plan lesson/units based on the Common Core.

3. Support to Staff to Assist ELLs Transitioning from Elementary to MS and MS to HS

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 in Middle school 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.

4. ELL Training for Staff

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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. Activities that Foster Parent Involvement

Each academic year, the ESL team holds an orientation meeting for parents of children who are new to the New York City public schools. During the orientation meeting, we provide information about the ESL/bilingual programs offered in the public school systems, information on the tests to be administered during the school year (LAB-R, NYSESLAT, ELL Interim Tests, State Math and ELA exams), and an explanation of how students in the mainstream classroom will receive ESL services. Parents are given the opportunity to select an ESL program, a transitional bilingual program, or a bilingual program (if offered in the child's native language) and given the opportunity to ask questions about the programs with native language support.

ESL Teachers meet with parents at least two times for Parent-Teacher conferences, and then periodically throughout the year, as requested by the teacher or parent. Parents are invited to visit classrooms each Friday for "Family Fridays" from 8:50-9:35 to participate in their child's learning experience and are often invited to end of unit celebrations and as chaperones on field trips.

The Adolph S. Ochs School, P.S./I.S. 111 also 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 PTA provides information to parents regarding school activities and develops fund-raising activities to support the school.
- The PTA 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 the 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.
- The Parent Coordinator serves as the contact person with all Shelter Liaisons to ensure follow-up for doctor's appointments for students
- The school uses the funds designated for shelter students to provide school supplies, educational trips and other school events

2. Community Based Organizations that Provide Workshops and Services to Parents of ELLs

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 resources.
- 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.

- One Sight Organization does outreach with participating stores such as Lenscrafters that provide a one-time pair of glasses to students.

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.

3. Evaluating Parent Needs

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.

4. How Parental Involvement Activities Address the Needs of the Parents

Parents of ELLs are provided with information about the above agencies and others to address social, emotional and academic needs as they arise. The Parent Coordinator serves as the central resource for referral to outside agencies for parents of ELLs. The SBST team comprised of a Bilingual Psychologist as well as a Bilingual Social Worker also serve as resources for issues related to academic and emotional growth of referred students. Additionally, there are social workers and psychologists from various agencies that work with students throughout the school. These professionals also serve as additional resources for parents of ELLs with social, academic and emotional concerns.

E. 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.

Part VI: LAP Assurances

School Name: P.S. 111 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		1/1/01
Stephanie Saunders	Assistant Principal		1/1/01
Zaida Cosme	Parent Coordinator		1/1/01
Claudia Chaska	ESL Teacher		1/1/01
	Parent		1/1/01
Amy Howell	Teacher/Subject Area		1/1/01
Jennifer Singer	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 as to preferred language of contact as indicated on the Home Language Survey as well as the multilingual language checklist(completed at registration) were reviewed to assess the overall linguistic needs of the parent community at P.S. 111 when preparing communications about school events and activities. The RPOB report is also used to assess the home language needs of all families throughout the year.

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 finding revealed a need for written translation and oral interpretation in Spanish(28%), Arabic(.08%), Bengali (.02%) Chinese(.01%), Albanian(.009%),Haitian-Creole(007%),Korean(.003%), Malinke(.003%), Norwegian(.003%), Cantonese(.002%, French(001%), Hindi(.001%), Mandarin(.001%), Russian(.001%), Urdu(001%) and Vietnamese (.001%).This data will be shared with the school community by formulating lists of students including, the home language of parents. 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 distribution of translated documents to parents is ensured through weekly discussion with the principal. A weekly list of anticipated translation needs will be indicated on a calendar and/or computerized schedule. Parent translation for written and cyber communication 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 as school events and information related to health issues. Other written translation services will be provided to disseminate signs, notices, and flyers. Additional translation may be provided for the Principal's Monthly Newsletter, K-8 curriculum outlines, information about periodic, baseline and standardized assessments, promotional standards and the monthly academic school year calendar. Written translation services are provided by a combination of N.Y. Times/Voces, DOE translation/interpretation services, as well as by school staff and/or 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 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, and oral translation at PTA meetings. Oral interpretation services will be provided by the N.Y. Times/Voces, the DOE Translation and Interpretation Unit, staff members 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 in 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. Multilingual signs 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:		