

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M111

School Name:

P.S. 111 ADOLPH S. OCHS

Principal:

EDWARD GILLIGAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Adolph S. Ochs School Number (DBN): 02M111
Grades Served: PreK-5, 8
School Address: 440 W 53rd Street NY, NY 10019
Phone Number: 212-582-7420 Fax: 212-245-7236
School Contact Person: Edward Gilligan Email Address: _____
Principal: Edward Gilligan
UFT Chapter Leader: Melissa Connerly
Parents' Association President: Lydia Pomaes
SLT Chairperson: Robert Goldstein
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Chris Miller
Student Representative(s): _____

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue room 712 NY, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3815 Fax: 212-256-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave. 7th floor NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Edward Gilligan	*Principal or Designee	
Melissa Connerly	*UFT Chapter Leader or Designee	
Tristan Loanzon	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tai Do	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/UFT	
Niamh Nidhiomasaigh	Member/UFT	
	Member/UFT	
	Member/Parent	
	Member/Parent	
	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 111 Adolph S. Ochs is an elementary – middle school with 477 students from Pre-K through Grade 5 and Grade 8. The school population is comprised of 16% Black, 58% Hispanic, 12% White, and 12% Asian students. The student body includes 17% English Language Learners and 27% Special Education students.

PS/IS 111 is an intimate community school comprised of an extremely diverse student body, a highly skilled and committed teaching staff, and caring parents. Our mission is for each group to work cooperatively to create a learning environment for all. The administration adds support and guidance to the overall operations by providing long-term vision, creating opportunities for staff development, and coordinating the efforts of teachers, parents and students. PS/IS 111 has high academic expectations for all students. Our community works diligently to teach the whole child so that he/she develops a strong sense of self, an ability to work within any community, and the critical thinking skills that are required to make good choices in the academic and non-academic world.

PS/IS 111 has partnered with the following community-based organizations: Orchestra of St. Luke's; Police Athletic League (PAL); Sports and Arts in Schools Foundations (SASF); Heartly House, Inc.; Workplace Mentoring Program; PENCIL Organization; VOCES NY Times Latino Heritage Group; Roundabout Theater; NY Cares Partners; Alvin Ailey; Caribbean Culture; BookPals/PencilPals; Center for the Arts Education; Yoga; Spoons Across America; Random House; and School's Out NYC (SONYC). We are in our second year of implementing Positive Behavior Interventions and Supports (PBIS).

Two special student populations that were targeted last year included English Language Learners (ELLs) and Students with Disabilities (SWD). We focused on ELLs in grades 3-8 increasing their academic vocabulary and their ability to participate productively in discussion. Both ELLs and SWD in grades 4-8 were targeted to increase scores on last year's New York State Math Exam.

Collaborative teachers is one element of the Framework for Great Schools where PS/IS 111 has made tremendous progress in the last year. Teachers engaged in whole-staff professional development throughout the year, planned vertically to create streamlined curriculum maps, and opened up their classrooms to participate in inter-visitations. Our school's implementation of PBIS has successfully helped establish a supportive environment, a second element of the Framework for Great Schools where great progress has been made. PBIS helped create a classroom and school culture where students feel safe and emotionally supported by teachers and peers.

Areas of focus for the 2015-16 school year include rigorous instruction and strong family-community ties.

02M111 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,07,08	Total Enrollment	470	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	65.0%	% Attendance Rate		92.3%
% Free Lunch	62.3%	% Reduced Lunch		0.9%
% Limited English Proficient	16.7%	% Students with Disabilities		29.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		16.3%
% Hispanic or Latino	57.6%	% Asian or Native Hawaiian/Pacific Islander		12.2%
% White	12.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.12
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4		24.8%
Science Performance at levels 3 & 4 (4th Grade)	84.4%	Science Performance at levels 3 & 4 (8th Grade)		15.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Feedback from indicator 1.2 (Pedagogy) of the 2014-15 Quality Review indicated an underdeveloped common belief about practice and understanding of how students learn best. Indicator 2.2 (Assessment) indicated that assessment practices vary across the school. Administrators and the QR reviewer have noted that not all student work is assessed using rubrics, and of the rubrics currently in use, not all are Common Core-aligned. Students are often unable to explain what they are doing well or articulate specifically what they need to do to improve their work using a rubric and the academic language embedded within it. Part of setting high standards in every classroom and inclusively meeting students at their entry level means constantly incorporating Common Core-aligned rubrics into instruction so that students can self-assess and speak to what they need to do to strengthen their work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of math and ELA classrooms from K -8 will provide Common Core-aligned rubrics for students to use in self-assessment in all units of study.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development will be provided for teachers during mandated Monday afternoon PD time, as well as during weekly grade-level common planning sessions. PDs will focus on how to effectively utilize rubrics for instruction. This will include best practices getting students to comprehend the rubric and self-assess their work using the rubric.	Teacher and students	September 2015-June 2016	Administration and grade-level teams
Common planning time will be provided for ICT, SETSS, and ESL providers to meet with General Education teachers to discuss and implement best practices for differentiating instruction to meet the benchmarks set in the CCLS aligned rubrics. Staff members will collaborate on how best to address the needs of students with special needs and English Language Learners by creating an entry point for comprehension of rubrics across all grade levels. Vocabulary instruction will also be a focal point for meeting the needs of these students.	Teachers and students	September 2015-June 2016	Grade-level teams, along with ICT, SETSS and ESL service providers.
Teachers will have consistent contact with parents about the expectations and goals of the classroom. They will distribute monthly letters to parents including the current unit of study, and access to the rubric being used to measure student progress. These expectations and rubrics being used to measure them will be reinforced during three annual parent teacher conferences.	PS 111 community	September 2015-June 2016	Grade-level teams, PTA, parents of the 111 community

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Budgetary funds, time, and personnel will be used to meet this goal. The schedule was created so that all grade level teams have one official common planning period per week plus additional common preparation period times. Substitute teachers will be used periodically to provide time for planning and assessment work.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Administrators will monitor teacher utilization of rubrics for instruction and student utilization of rubrics for self-assessing during formal and informal observations

Administrators can gauge progress in the use of rubrics by looking for an increase in teacher ratings for Danielson’s component 3d (Assessment in Instruction).

This goal will also be monitored by looking at student portfolios, which will display student work with rubric-aligned feedback and revisions students have made according to feedback.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths: Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (QR). Teacher teams collaborated on curricula alignment across subjects and grade levels.

Needs: Beginning stages of implementation of collaborative vertical alignment of standards across the grades. Continued practice of inter-visitations to reflect and strengthen practice. Increase use of protocols to engage teachers in collaborative discussions (TLP).

Priority Needs: Increased practice of inter-visitation to develop collaborative discussions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the staff of PS/IS 111 will actively engage in the practice of inter-visitation and reflection through collaborative discussions. Each teacher will host a formal inter-visitation including a pre planning period and a debriefing session at least once a year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Development led by Teacher Leadership Team on conducting inter-visitations and guidelines for reflections.	Grade level and subject area teams	September 2015-June 2016	Teacher Leadership Team
15 Minutes of every month (during PD time) will be set aside for inter-visitation planning, reflecting and sharing.	Grade level and subject area teams	September 2015-June 2016	Teacher Leadership Team, Administration
Inter-visitations will occur in integrated collaborative team teaching classrooms, general education classrooms, and specialty classrooms, which include students with disabilities and English Language Learners.	Grade level and Subject area teams	September 2015- June 2016	Administration
Parents will be informed of these inter-visitations through class newsletters, PTA meetings and parent engagement time. These visits are to reflect on our practices to improve instruction and increase rigor.	Parents of PS 111 students	September 2015-June 2016	Administration, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resource: TLP Team, Teacher Leadership Team											
Instructional Resource: TLP inter-visitation templates, reflection questions											
Schedule Adjustments: 15 minute planning and reflection time every month											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Eight teachers will host one inter-visitation each quarter of the school year. Eight by December; Eight more by February; Eight more by March and the final eight by May.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Current Strengths in communication

Communication:

- Monthly school Newsletters,
- Calendar of Events,
- Flyers,
- Teacher websites and newsletters.
- School messenger
- Tuesday parent meetings time 2:40-3:55pm

Programs

- ESL parent classes
- Family Friday/parent summit
- Parent workshops /Quarterly family events
- School wide assemblies and performances

Academic

Open House

Curriculum night fall and spring

Needs area for improvement (goal and action plan)

Communication

- Further development of the school website
 - Increase Teacher-Parent communication via technology (Engrade, websites, emails, text)

Programs

- Teacher led parent workshops conducive to parent/guardian schedules (i.e. early morning and evening hours)
- Grant writing team to fund after-school enrichment programs

Academics

- Academic Assembly
- Academic Lobby Showcase

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will see a 20% increase in parent attendance at parent conferences, parent engagement meetings, academic workshops and school events as measured by attendance sheets with the September meetings as the baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Development of school website</p>	<p>Students, parents and family members</p>	<p>September 2015 – June 2016</p>	<p>8th Grade Humanities Teacher</p>

Teacher led parent workshops on curriculum and instruction	Parents and family members	September 2015- May 2016	All teachers and support staff
Academic assemblies; showcasing student academic achievement	Students, parents and family members	Assemblies at the end of each marking period and monthly showcases	All staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher schedules have been created to allow for multiple meeting times to plan and implement communication with families. Tuesday afternoon time is used to meet with families, or to update websites, create newsletters, etc... Funds have been set aside to support the updates needed to our main school website. The PTA will also help us fund some of our parent involvement initiatives.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Collect attendance sign in sheets at all events attended by parents and family members and review monthly.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Running record reading assessments, writing benchmark and class assessments, and the state ELA assessment.	Leveled reading and phonics instruction across the grade.	Small group instruction in the classroom. Small group instruction after school.	During the school day After school intervention for primary grade students and 3rd grade at-risk students.
Mathematics	Quarterly math benchmark assessments, classroom assessments, teacher observation, and the state math assessment	Strategy groups in the classroom Hands-on projects targeted to one or two skills in after school.	Small group instruction in the classroom. Small group instruction after school.	During the school day After school intervention for primary grade students and 3rd grade at-risk students.
Science	Classroom assessments and projects	Strategy groups in the classroom	Small group instruction in the classroom.	During the school day (in class)
Social Studies	Classroom assessments and projects	Strategy groups in the classroom	Small group instruction in the classroom.	During the school day (in class)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Ongoing daily observations, parent meetings, teacher referrals			

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are provided high-quality professional learning in the school. They are also provided multiple opportunities to engage in PD outside the school. All interviews for recruitment are conducted by a team representing all areas of the school (multiple grades, multiple subjects, guidance...)

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Every Monday afternoon for approximately 80 minutes, the staff engages in professional learning. We are focusing our learning on three key concepts that are pertinent to our school goals. Some sessions are led by the principal and/or AP, others by teachers, and some by outside developers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our Parent Coordinator will conduct workshops with all PreK and Kindergarten families to assist with this transition. We have also hired a former social worker who will conduct some workshops directly related to this concern.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers provide input to administration regarding the use and types of benchmark assessments. We conduct quarterly assessments in reading, writing, and mathematics. Science and Social Studies teachers use classroom based assessments.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	200,954.00	X	5A: Rigorous Instruction 5C: Collaborative Teachers
Title II, Part A	Federal	103,689.00	X	5A: Rigorous Instruction 5C: Collaborative Teachers
Title III, Part A	Federal	11,200.00	X	5A: Rigorous Instruction 5C: Collaborative Teachers

Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,202,616.00	X	5A: Rigorous Instruction 5C: Collaborative Teachers

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 111M, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 111M will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 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;

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

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

School-Parent Compact (SPC) Template

PS 111M , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The Title III program for the 2015-2016 school year will include an after school language and literacy program for three groups of students in grades one through five. Newcomer ELLs in grades one and two will participate in intensive basic reading instruction through direct phonics lessons, vocabulary development practice, and shared reading. This group will be taught by fully certified ENL Teacher Joanne Ramirez. Newcomer ELLs in grades three, four and five will also participate in intensive supplemental reading instruction through direct phonics lessons, subject area academic vocabulary development practice and shared reading. This group will be taught by fully certified ENL instructor Jennifer Singer. Instruction in this group will be differentiated for the needs of each students, so Newcomer ELLs in grades three and four who have reached the transitional or expanding levels will participate in intensive reading instruction focused on higher level reading skills, such as inferring and drawing conclusions. They will engage in critical thinking discussions around more sophisticated texts, as well as writing about the conclusions they draw from their reading and discussion. These groups of students will be co-taught by two teachers: fully certified ENL teacher Jennifer Singer and ELA/SPED certified teacher Juliann Ford. Instructional activities for all grades will include explicit vocabulary development of target lexical sets, controlled speaking practice with guiding prompts and choral repetition, shared reading of accessible texts and shared writing. Additionally, the websites Reading A-Z will be utilized by all groups as a source of leveled reading texts with built-in supports for ELLs such as picture cards for the vocabulary in the book. The first and second grade group will also use Education Kingdom as an interactive learning tool. The 3rd to fifth grade group of entering and emerging students will use "Imagine Learning" an adaptive computer program designed to teach language and literacy skills as well as the Oxford Press Dolphin Readers. The 3rd and 4th grade group of transitional and expanding ELLs will read The Chalk Box Kid as well as other shorter stories and employ close reading strategies. All three groups will begin on January 20th and continue until May 18th. They will meet every Wednesday and Friday from 2:40-4:00. The first and second grade students who are Newcomers will receive one extra week of instruction on May 23rd and 25th. In total, 130.5 hours of direct instruction will occur. All instruction will be in English. However, Reading A-Z supplies Spanish language supports and Imagine Learning supplies native language supports in all the languages spoken by the ELLs who will attend the program. We currently have 10 "entering" students, 5 "emerging" students, 6 "transitioning" students, and 9 "expanding" students. All instructional materials, website licenses, etc... were purchased using Title III funds for a cost of \$1208.91

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Our teachers will engage in book study/study groups. We have chosen four books: "Bringing Words to Life, Second Edition: Robust Vocabulary Instruction", "Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School", "Make It Real: Strategies for Success with Informational Text", and "Supporting English Language Learners" as the core of this

Part C: Professional Development

professional learning. Each of these texts offers one, or more, pieces that are integral to our teachers' continued growth. For example, using "Thinking Mathematically" will help us become better at providing visual and verbal cues to help our students both become better mathematicians and increase their academic vocabulary. We will focus our professional development primarily on literacy and ENL strategies, but there will also be some focus on content in order to support ENL students in their content area studies in the classroom. Professional development (book study) will take place on Monday afternoons, Tuesday afternoons (during other professional time), and during per session activities. All professional learning will take place between January 26 2015 and May 17 2016. Professional learning will be led by Jennifer Singer and Joanne Ramirez. All professional learning will take place on Monday afternoons when the teachers are not engaged in whole-school learning, and every third Tuesday afternoon from 3:30 to 3:55 p.m.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ P.S. 111 will engage our parents in two family workshops, plus a series of ESL instruction/classes. The classes will all be offered after-school, every Wednesday, and will be 1.5 hours in length. There will be 14 sessions taking place between late February and early June. The two workshops (dates March 9 and May 11) will focus on 1. raising bilingual children and 2. supporting English acquisition at home. Teachers will provide parents with suggestions for cultural institutions which families can visit, articles to read in their native language, and vocabulary lists for parents to work with their children at home. All workshops will take place after the students' ENL support classes and will be 90 minutes in length. They will be presented by one of our licensed ENL teachers, both of whom have multiple years of experience, and our parent coordinator. We have identified these as important concerns, and they fit in with city initiatives. While instructing students and helping them to acquire the English language, it is also important to help students maintain their native language. Home and school can work together to ensure both languages are mastered. These workshops will be presented by our certified E N L teacher, Joanne Ramirez. She will be supported periodically by two general-education teachers representing grade bands K-2 and 3-5. Those teachers will not be paid using Title II funds.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 111
School Name Alfred S. Ochs School & Academy		

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

Principal Edward Gilligan	Assistant Principal Clara Harvey
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jennifer Singer	School Counselor type here
Teacher/Subject Area Elizabeth Hannigan	Parent type here
Teacher/Subject Area type here	Parent Coordinator Zaida Cosme
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	394	Total number of ELLs	61	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	61	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	1

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									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	44	0	7	16	0	7	1	0	1		0
Total	0	0	0	0	0	0	0	0	0		0

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

**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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	5	5	5	2	3	5			2					0
Chinese		1				1			1					0
Russian														0
Bengali														0
Urdu														0
Arabic	1	4	1	3	3	2			5					0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian	1													0
Other mixed	3	4	1	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	3	2	2	2	1			2					0
Emerging (Low Intermediate)		2	1	2	1	1			1					0
Transitioning (High Intermediate)	3	3	1		2				1					0
Expanding (Advanced)	5	6	1	1	1	2			2					0
Commanding (Proficient)			2	1	2	4			2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	2	1	2	4			2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	1		0
4	4	3			0
5	3	3			0
6					0
7	4	2			0
8	7	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3		2		4		2			0
4		2		3		2			0
5		6				1			0
6									0
7		3		1		2		1	0
8		5		3					0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

As mandated, the NYSITELL 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 commanding, expanding, transitioning, emerging, or entering. In addition, native Spanish speakers who score below commanding on the NYSITELL are administered the Spanish LAB to measure native language fluency and literacy skills. SLAB results help us see whether students are having ENL issues or whether their issues may be more overall academic issues or environmental ones.

Every spring ELLs are administered the NYSESLAT exam and students are scored as commanding, expanding, transitioning, emerging, or entering. 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. These results also help us measure students' growth or lack of growth across the years which allows us to see the efficacy of our ENL program overall and for particular students.

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. These running records are extremely important in helping the ENL and common branch teachers to target a student's needs in reading and language. If ELLs are leaving off the third person S in their reading, for example, then a strategy lesson in reading through the whole word would be appropriate, as well as a grammar lesson on when we use the third person S.

Spelling and 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. This allows spelling instruction to be aimed just right, rather than assuming a whole class needs to study the same words or spelling patterns.

"Writing on Demand" pieces are also given periodically throughout the school year and every Monday morning is a free write session throughout the school. These writing pieces assess students' independent writing abilities and inform instructional decisions. They also measure growth in writing conventions, elaboration, grammar, sequence, and other general writing skills. "Quick Writes" are an independent writing task which is part of the Expeditionary Learning curricula utilized in grades 3 and above. These writing assignments are used to assess writing strengths and weaknesses as well as content comprehension.

IEP modifications applied for standardized testing are used in the administration of all assessments which come with the curricula, as well as all teacher-made assessments. Whenever possible, math and other content assessments are provided in the students' native language. For students still in the initial stages of language acquisition, modified writing assignments and assessments are provided, such as "label this picture" or draw the beginning, middle, and end of a story.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Kindergarten NYSITELL scores reveal that the majority of our kindergarten ELLs are advanced (3 transitioning, 5 expanding,). There are only 2 kindergarten ELLs at the entering level and none at the emerging level. As all these students have just begun their academic career here, there is no comparison data available for them at this time.

Of the 8 first graders who scored at the beginning or intermediate levels on the NYSITELL in kindergarten, 5 went up at least a level, 1 was not here during the NYSESLAT window last year and therefore does not have a current score that is valid, 1 came very late in kindergarten and therefore took the NYSESLAT shortly after taking the NYSITELL, and 1 does not talk to adults and therefore has a speaking score of 2 which brought his whole score down. Three of the first graders who scored advanced on the NYSITELL in kindergarten, scored expanding on the NYSESLAT and one scored transitioning. Although it is difficult to compare "Advanced" grades to "transitioning" and "expanding" grades, there appears to be no or little growth for these higher level ELLs.

Of the 6 second grade ELLs, 2 are new to the school/country. Of the 4 students who were here last year, 3 have IEPs for ICT as well as related services. In some cases, learning issues likely impacted the academic development as well as the test scores of these students. One student went from the intermediate to the expanding level. One went from the intermediate to the transitioning level. The third went down from the intermediate to the emerging level. One second grader was advanced in kindergarten and became proficient in first and now is in her last year of receiving ELL support.

In third grade, two ELLs are new to the school/country. Two ELLs have gone up from true beginners in second grade to intermediate/emerging this year. One ELL went up from intermediate to commanding. One ELL was advanced for two years and then went to expanding this year. She is currently being evaluated for a reading/writing disability as these are the areas in which she is not showing growth.

In fourth grade, 1 student went from advanced to commanding, 2 students went from intermediate to transitioning, one went from advanced to expanding, representing no or negative growth, 1 went from advanced to emerging, representing negative growth, and one went from beginner to entering showing no growth. One student went from advanced in second grade to proficient in third and is now in his last year of receiving ELL support.

In fifth grade, one student is new to the school/country, one student went from intermediate to expanding, one student went from advanced to expanding, one student went from advanced to commanding, one student has stayed at low intermediate/emerging for three years. He has an IEP for ICT, multiple related services and has been recommended for 12-1-1. Three students went from advanced in third grade to proficient in fourth grade, and are now in their last year of receiving ELL support.

In eighth grade, one student is new to the school/country, one went from advanced to commanding, one went from advanced to transitional, two students went from advanced to expanding, one was a beginner in seventh grade and stayed at the entering level, one went from beginner to emerging. One student went from advanced in sixth grade to proficient in seventh grade, and is now in his last year of receiving ELL support.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We will use the tool to help us examine language proficiencies and how they are developing over time. This will inform our grouping of students as well as our instructional practices.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

ELA

The data shows that ELLs in this school are performing poorly at every grade level, especially the eighth grade. Approximately two thirds of all testing age ELLs got a level 1 on the ELA, while one third got a level 2. Only one ELL in the school got a 3. This data indicates that the former ELL program was not meeting the needs of the ELLs now that common core standards are in place. We are hopeful that the changes in programming with the emphasis on coplanning and integrated ENL will push the ELLs higher and faster.

MATH

The data shows that the ELLs in this school are performing poorly at every grade level in math, however, taking the test in their home language does seem to afford them a little more success than they had on the ELA. Approximately one half of all testing age ELLs got a level 1 on the math exam, while 30% got level 2, 19% got level 3 and 1 student got a 4. These results are particularly disappointing as a strong emphasis was placed on math interventions schoolwide last year, especially in relation to the ELLs. This year new and different measures will be put in place involving more small group instruction in math as well as more coplanning of math instruction among the math, ENL, and special education teachers.

SCIENCE

Six out of seven fourth grade ELLs who took the science test, got a 3. One student who has many learning issues as identified by his IEP, got a 1. The visual and hands on nature of both the science curriculum and testing may account for why fourth grade ELLs typically scored higher on the science than the math or ELA. Four out of eight of the eighth graders got a 1 on the science test and the other 4 got a 2. As the students go up in grades, while they are progressing in their skills and knowledge, they are falling further behind their grade level peers. While assessments show definite progress on discrete skills, the ELLs are chasing a moving target, their English speaking peers, and they are losing this race. Over time, although they progress in their English and academic skills, they experience a negative growth rate in terms how close to grade level they are.

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 2014-2015 school year. Instead, we used the TC running records to assess students' progress in reading and on-demands to assess their progress in writing. These assessments were given regularly throughout the school year. Additionally, ELLs took the performance assessments 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 ENL 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 does not utilize the ELL Periodic Assessments. The information provided by performance assessments, 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 the majority of ENL students are making steady progress, but not at the speed which would ensure that they catch up to their English language speaking 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. Weak native language skills and learning disabilities often factor into the rate at which some of the ELLs are progressing. Also many of our ELLs, while not officially classified as SIFE, come from school systems which do not include full day instruction and/or the rigor of our school system. The school recognizes the necessity of addressing the needs of every student. We attempt to do so utilizing AIT, learning leaders, the read ahead program, after school programs, flexible scheduling, at-risk SETTS, or additional hours of ENL instruction.

When appropriate and possible, 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 in math and the results help to determine which students may need more intensive and tailored instruction. This instruction is provided by the ENL teachers during integrated ENL instruction, by the classroom teachers during independent reading, and/or by SETTS teachers providing at-risk support. Rti activities for ELLs include, but are not limited to: using math manipulatives, 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.

Additionally, in the Go Math Curricula for grades 3-5, there are Rtl 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 in small groups during the school day and in the Title III after school program.

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

Students identified as ELLs receive targeted ENL services as per their mandated service hours. ENL instruction, both standalone and integrated, is based on second language acquisition theory, best teaching practices for English Language Learners, and the numerous assessments given to students; English language development is the primary goal for students in an ENL program and this must include content specific language as well as the language used in higher order thinking tasks.

The cultural background of the students is considered when planning how best to engage students as well as which topics may be more interesting or more upsetting for students based on their background. For example, many of our students come from Yemen. The current eighth grade ELA unit is about refugees, so the ENL and ELA teachers have planned how we can incorporate the experiences of the ENL students who are refugees from the war in Yemen by reading an article about refugees coming from Yemen and allowing the ENL students to share their own experiences with the class through drawing, speaking, and writing. Then we connected their experience to that of the main character in the class book who was a refugee from South Vietnam.

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 ENL teachers regularly share their expertise, both in grade meetings and also in informal planning sessions. ENL teachers regularly confer with classroom teachers on how best to adapt materials and lesson plans for their ELLs. ESL teachers may also provide modified graphic organizers, leveled texts and additional visual supports for ELLs or co-create them with common branch or content area teachers.

As ELLs are learning a new language, their teachers recognize that certain tasks and texts that are used for the rest of the students may not be appropriate for the ELLs, depending on their English level and educational background. For this reason, ENL teachers in conjunction with content area teachers find texts with less complexity that explain the target concept or enable the study and practice of the same target strategy. Alternatively, classroom texts are sometimes adapted to be more accessible to students in the entering, emerging, or transitional stages. With students in the transitional and expanding stages, often a simpler text, or simpler text version is presented first, so students can get the gist and encounter key new vocabulary in manageable chunks. After or while working with the simpler version, the originals are also studied. 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 ENL program.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here:

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

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.

To measure growth over the course of a single school year other criterion based assessments in decoding, vocabulary, spelling, reading, and fiction and informational genre writing are used. The ENL 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.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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. During registration, one or more of the ESL teachers stays with Ms. Watson to help the families complete the HLIS and to conduct the mandated interview and determine eligibility for taking the NYSITELL. Throughout the year, Ms. Watson informs the ENL team when registering new admits so that they may greet parents, help with the completion of the HLIS, and conduct the interview. On November 24th, Ms. Singer, a certified ESL teacher, will train the following pedagogues in how to conduct the mandated interview and complete the HLIS: Elizabeth Hannigan, ENL teacher, Edward Gilligan, principal, Clara Harvey, assistant principal, Wendy Foote, Speech Pathologist, Laura Hammond, Speech Pathologist, and Sara Beck, SETTS teacher. This is a back-up system in case Ms. Singer or Ms. Hannigan are unavailable. These trained pedagogues will also help parents complete the HLIS on the first days of school when so many people register at once, as well as on the kindergarten registration days in June. However, Ms. Singer and Ms. Hannigan are primarily responsible for interviewing all parents of incoming students throughout the year and ensuring that the HLIS Survey is understood and properly filled out. The HLIS informs the school of a student's dominant language, prior language experience and previous educational experience, and a SIFE interview along with review of a student's records from his or her home country, determines the extent of the student's educational background. Ms. Singer and Ms. Hannigan can conduct interviews in Spanish when necessary. They are assisted by an Arabic, Thai, or Chinese speaking staff member when necessary. In the case of other languages, the translation unit is phoned for assistance.

If the ENL teacher determines that a child is eligible for NYSITELL testing, she administers the exam to that child within ten days of arrival and the NYSITELL scan sheet is scanned in the main office in order that the student's score is officially registered in ATS. Native Spanish speaking students who do not achieve a proficiency level of commanding are also administered the Spanish LAB by one of the ENL teachers to determine native language proficiency and literacy skills.

Students who have transferred to P.S. 111 from another public school have “exam histories” listed in the ATS system that are researched by Ms. Watson and used to determine whether or not a child is eligible to receive ESL services. Students who were former ELLs, but left the country and returned will be tested with NYSITELL again if and only if they have been out of the USSS for two or more years. 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When a child is registered to enroll in our school, the parent or guardian is always given a HLIS in their native language. An ENL teacher or one of the trained team (including administrators, speech and special education teachers who have been specifically trained in how to complete the HLIS form and interview), determine whether a student speaks a language other than English. If a child is determined to be eligible for NYSITELL testing, the pedagogue conducting the mandatory interview also administers a SIFE questionnaire. The SIFE questionnaire is the "Benchmark 1: Family and Home Background" and Benchmark 2: Education History" sections of the SIFE questionnaire supplied on the LENS website. It asks for a detailed account of the student's prior education as well as that of their parents. It is supplied in many languages, including the two major ELL languages at our school, Spanish and Arabic. Transcripts from prior schools are read and parents are interviewed to determine whether students have had interrupted formal education. In the 20 days following the initial identification of a student as SIFE, the ENL teacher and the content area teachers collect further information through further assessments, such as el Sol (a Spanish language early literacy assessment tool), non-language based math assessments and the full LENS assessment. These assessments are given to determine the functional academic level of the students in order to provide appropriate academic support.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students with IEPs are immediately placed in an age appropriate monolingual English classroom upon registration (either general education or ICT as per IEP recommendation). As we have no TBE or DL programs right now, second language proficiency is not considered at that point. The child is not pulled out for standalone ENL until his or her status as an ELL or not an ELL has been determined. However, the ENL teacher will immediately support the child in the classroom during integrated ENL periods as the process of determining eligibility for the program is completed). This year, as per new regulations, we have formed a language proficiency team to determine whether a new student with an IEP should take the NYSITELL. The LPT meets when the ENL teacher or trained pedagogue determines that a student who has an IEP has a home language other than English. Whenever possible, this takes place just after the parent or guardian has registered the child, but absolutely within 3 days of registration. As both the parent and ENL teacher are already present during registration, the ENL teacher invites either administrator, and one of the special education

staff to join in the LPT meeting immediately after the other registration paperwork is completed by the pupil accounting secretary. If Spanish, Arabic, or Thai is possibly spoken by the child, a bilingual staff member will be called upon to try and converse with the student to help determine if the child does in fact speak a language other than English. The team will always be comprised of a certified ENL teacher, Ms. Singer or Ms. Hannigan, an administrator, either Mr. Gilligan or Ms. Harvey, a certified special education teacher, either Ms. Beck or Ms. Ramirez, and the parent or guardian of the student. If it is not possible to convene the LPT immediately, an appointment is made for LPT members to convene within the following three days. The LPT meets, reviews the case, using SESIS, the parents' account, the HLIS, and teachers' experiences with the student during the interview. If the LPT decides that a child with an IEP should take the NYSITELL, the LPT determination form is filed in the student's cum and the NYSITELL is administered by the ENL teacher that day or the next day. If the student is not commanding in English, the ENL teacher contacts the parent for the mandated parent orientation. When the LPT decides that a child with an IEP should not take the NYSITELL, the Language Proficiency Team NYSITELL determination form is immediately given to the principal, who reviews it, rejects or accepts it, and signs it, generally the same day, but absolutely within two school days. If he accepts the recommendation of the LPT, he sends the determination form to the superintendent, generally that day, but absolutely within three days of receipt. If he does not accept the recommendation of the LPT, he notifies the ENL teacher and the NYSITELL is administered by the ENL teacher that day or the next day. If the student is not commanding in English, the ENL teacher contacts the parent to meet for the parent orientation. Within three days of the superintendent's sending it back, the principal sends a letter informing the parent of the final decision in their home language. The form is dated by the principal and copied and filed by the pupil accounting secretary, Ms. Watson. The copy is kept in the ENL compliance binder and the original is kept in the student's cumulative file. The entire process of determining eligibility for students with IEPs happens within 20 school days, but usually in less time.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Ms. Singer, one of the fully certified ESL teachers, runs the RLAT to find the official scores of the students who took the NYSITELL. She and Ms. Hannigan review the list to determine the appropriate letter for each student to receive, those who score commanding receive a non-entitlement letter, and those who score expanding or below receive an entitlement letter. The letters are then printed in the parent's preferred language from the intranet, signed by the principal, and backpacked home. This process takes place immediately upon completion of NYSITELL testing, usually within two days and always within 5 days. Entitlement letters include an invitation to a parent orientation session with dates and times.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are first informed of this option in their preferred language in person during the mandated parent interview at registration. If no staff is available who speak the parent's preferred language, then the translation unit is phoned. The parents are then notified in writing in their preferred language via the entitlement letter which they receive within five days of their child taking the NYSITELL. During the mandated parent orientation, the ENL teacher, as part of her powerpoint presentation, highlights parents' option to appeal ELL status within 45 days of enrollment.

If the parent or guardian of a student makes a written request to the administration to change the student's ELL status, the administrator informs the ENL teacher as well as the student's classroom/content teachers within 24 hours. The ENL teacher is then responsible for gathering the student's HLIS. If the student is an ELL, she will also gather the student's NYSITELL and the parent's Survey and Selection form and any classwork that will help to determine whether the student should be an ELL. Classroom/content teachers are responsible for providing classwork and/or assessments that will help to determine how the student is functioning in his or her class and particularly whether second language acquisition issues are effecting the student's work. If the student did not take the NYSITELL because it was determined that he or she was not eligible, the student may be administered the exam at this time. If the student comes from a household where Spanish, Arabic or Thai is spoken, a bilingual staff member will interview the student and get a writing sample in the student's language other than English. All this data will be gathered as quickly as possible and absolutely within 3 school days. The principal will then schedule a meeting time within 2 school days in which the ENL and classroom teachers of the student can meet with the principal to review all documentation related to the initial or reentry identification process. If the student gets special education services or is suspected of having a disability that may impact receptive and/or productive skills in English, then a fully certified special education teacher, Sara Beck or Nicole Miller, and a fully certified speech teacher, Wendy Foote or Laura Hammond. A copy of the student's IEP will be brought to the meeting by the student's special education service provider. The final decision as to whether the student's ELL status will be changed will be made by the principal after considering the data and the recommendations of the school specialists. This decision will be made within 10 school days of receipt of the parent's request for re-identification (and within 20 days if the principal has to contact the CSE). At that time, all documentation (except the NYSITELL exam if it was administered) will be copied. The originals will be kept in the student's cum folder and the copies will be returned to the teachers who provided them. The principal will keep the copy of the parent's request letter filed in his office. The principal will send a letter to the parent in the parent's preferred language notifying them of his decision. If the principal determines that the student's ELL status should not be changed, then no further steps are taken until the phase 2 follow-up review of the case. If the principal determines that the student's ELL status should be changed, all documents related to the student's re-identification are copied and sent to the Superintendent who makes the final determination. When the school is notified that a student's ELL status is changed from "Not

an ELL" to "ELL", the student is immediately given full ELL services as per mandate according to his or her NYSITELL score. The parent is called in by the ENL teacher for the parent orientation and the parent's program choice is entered in ELPC. When the school is notified that a student's ELL status is changed from "ELL" to "Not an ELL", the student is immediately removed from any ELL services. Six to twelve months later the principal reviews the re-identification process decision. He will get an update from all of the students' teachers about the student's academic and language progress. He will also contact the student's parent to confer on the student's progress. If the student's progress has been adversely affected in any way by the change in status, the principal must determine appropriate academic interventions to provide that student. If the principal decides that the original re-identification reversal was a mistake, he may reverse his decision in consultation with the superintendent. The principal notifies the parent in writing in the parent's preferred language within 10 school days of the initiation of his phase 2 review.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Three parent orientation sessions are held immediately upon completion of NYSITELL and SLAB testing at the beginning of every school year. These meetings take place between the 11th and 15th day of school. Parents of all new students who were determined by the NYSITELL to need ENL services are invited. Along with the entitlement letters, 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 Ms. Singer, the fully certified ESL teacher, discusses the ELL identification process, the NYSITELL, Spanish LAB, NYSESLAT, the right to request re-identification, and the types of bilingual/ENL programs in the school and the city. Materials from the DOE website are provided in the parents' preferred languages when available, and the Parent Orientation Video is also shown in preferred 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 Program Selection forms which are provided in the native language. Although parents are encouraged to fill out the Parent Survey and Program Selection form at the orientation meeting to ensure that it is actually returned, some parents prefer to take it home and discuss it with their families. They are informed that if they do not make a choice and return the form, they will automatically be counted as choosing the bilingual (TBE) option. Parents who cannot attend these meetings are invited to make an appointment with the ENL teacher to meet at a more convenient time. Once complete, the original forms are placed in each student's cumulative record and copies are placed in the ENL compliance binder and referred to when entering ELPC data. When a parent does not return the survey and selection form, the default option for parent choice is bilingual (TBE). 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. Depending on which time slots certain parents sign up for, bilingual staff who speak Thai, Chinese, and Arabic are asked to join in. The translation unit can be called if parents attend who speak a language other than the ones listed above.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Singer, the ESL teacher, calls any family that has not returned a Parent Survey and Program Selection form or speaks to them at arrival or dismissal times. Additionally, the classroom teachers help to remind parents and the parent coordinator makes reminder calls home. A chart is kept manually by the ENL teacher in the ENL compliance binder which shows the parent choices for the school. If at any time, there are enough students whose parents opt for a bilingual program who also speak the same native language and are within two contiguous grades, the ENL teacher informs the principal and provides the principal with copies of the relevant parent surveys. The principal, assistant principal and parent coordinator arrange a meeting to explain to the parents that the school will open a DL or TBE class for their children as per their request. Bilingual office staff as well as bilingual teachers will be tasked with calling different parents to notify them of the situation and the upcoming meeting. Additionally, the principal will create a written notice of the meeting. The ENL teacher will also be invited to this meeting to help field questions.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. A second copy of the Parent Survey and Program Selection Form is sent home by the ENL teacher if the original has not been returned and the 20 day limit is approaching. Additionally, the ENL teacher notifies the parent coordinator who then makes an effort to collect those last few that have not been returned. If a family still does not return the form, this is indicated in ELPC, and the student is placed in ENL as that is the only type of program we have in this school at this time.
9. Describe how your school ensures that placement parent notification letters are distributed. Ms. Singer and Ms. Hannigan, the ESL teachers, are responsible for printing the placement parent notification letters from the intranet and sending them home to the appropriate families via the students' homework folders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All HLIS and mandated ELL documentation for each child is disseminated and collected by the ENL teacher, Ms. Singer, who requests the help of the parent coordinator, Zaida Cosme, as needed. The ENL teacher gives the documentation to the pupil accounting secretary, Ms. Watson, who copies them. She then files the originals in students' cum folders and returns the copies to the ENL teacher who keeps them in the ELL compliance binder.

11. 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.

Ms. Singer, the ENL teacher, attends a full-day professional development session each year on how to administer and score all sections of the NYSESLAT. The information from the PD is then turn keyed to the second ENL teacher, Ms. Hannigan, as well as the building administrators, and a third teacher who will be trained to help with the scoring, either Ms. Espinal or Ms. Ramirez who are both fully trained and certified bilingual teachers currently working as monolingual classroom teachers.

The ENL team in the building divides NYSESLAT test administration by the grades they serve. Prior to NYSESLAT administration, the ENL 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 are absent during scheduled test administration. This schedule is submitted to the school's testing coordinator, AP Clara Harvey, so the appropriate materials can be signed out each day.

As per NYSESLAT Speaking test administration regulations, ENL teachers are not permitted to test their own students. Therefore, the two ENL teachers will have the responsibility for testing each others students. Writing, reading, and listening subtests are administered to students by their ENL teacher and follow the schedule created prior to the beginning of the testing period.

After test administration has ended, the ENL team, under the supervision of Ms. Harvey, works together to ensure that all materials are accounted for and packaged according to NYSESLAT directions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Ms. Singer runs the RLAT in ATS to get the NYSESLAT scores. Based on these results, Ms. Singer and Ms. Hannigan, the ENL teachers, are responsible for printing the continued entitlement and transitional support parent notification letters from the intranet and sending them home to the appropriate families via the students' homework folders.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Of the parents who completed and returned their surveys, the data is as follows:

kindergarten: 2 chose ENL, 2 chose DL (1 Spanish, 1 Albanian), 1 chose TBE (Spanish)

first grade: 5 chose ENL, 1 TBE (Chinese)

second grade: 1 chose DL (Spanish)

third grade: 1 chose ENL, 3 chose TBE (2 Spanish, 1 Arabic)

fourth grade: 5 chose ENL, 1 TBE (Arabic)

fifth grade: 4 ENL, 1 TBE (Spanish)

eighth grade: 2 ENL, 1 TBE (Arabic)

None of the families that received continued entitlement letters requested a change of program from ENL.

In summary, 3 families chose Dual Language, 8 families chose Transitional Bilingual, and 19 families chose Freestanding ENL. In other words 11 families would be interested in a dual language and/or transitional bilingual program, but the majority prefer ENL. At this time trends indicate that there is a slight increase in parental desire for some type of bilingual program. However, these families represent students who speak different languages (Japanese, Albanian, Arabic and Spanish) and/or who are not within two contiguous grades. Even if you factor in that bilingual is the default option for families who did not return their surveys, there are still not enough families WHO SPEAK THE SAME LANGUAGE with children in two contiguous grades. For this reason, no dual language or transitional bilingual program has been opened this year. Parents who would prefer a DL or TBE are reluctant to change schools, even in the case of Spanish speaking families who could easily get a placement in another school. Two years ago a dual language Spanish English kindergarten was opened at PS111, but it had to be closed in the middle of the year due to insufficient. Freestanding ENL has been the preferred program by the majority of parents in this school for many years. The trend seems to be slowly moving towards an increased preference for dual language and especially transitional bilingual, so perhaps in the near future the school will be able to open one again.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

ELL and former ELL students are placed in one general education classroom on a grade whenever possible to facilitate scheduling of ENL services. If the student is mandated for ICT or G&T, he or she is placed in the required setting. All classes in this school at this time are monolingual English. The whole class travels together as a group to all specials and to lunch. All classes in this school are single grade except for one Gifted and Talented class which is a 2/3 bridge. In the case of the bridge class, the third graders are pulled out as a group for math instruction with a fully certified math teacher while the second graders stay in their classroom for math instruction with their teacher. All classes in this school are heterogeneous in terms of proficiency levels, however small group instruction is provided throughout the day at which times, students are often grouped homogeneously by their academic needs. All students in the Gifted and Talented classes must pass the G&T test; however, this does not create classes that are homogeneous. There is wide variation in levels among the students in the G&T as well as in the general education and ICT classrooms. Fifth and eighth grade classes travel as a group to science where they are taught grade level science by a fully certified science teacher. Fifth and Eighth grade classes are taught ELA and Social Studies by fully certified common branch teachers, and math by fully certified math teachers. All other grades (pre-k - 4) are taught all academic subjects by their common branch teachers.

ELL students at the entering and emerging levels are pulled out for standalone ENL class for 45 minutes four times a week to get targeted instruction in English. There are 4 pullout ENL groups (grades 1-2, grades 3-4, grade 5, and grade 8) While the proficiency levels are mixed, all the students in the pullout group have many of the same needs and instruction is differentiated to ensure that all students are moving forward in their English studies. Lessons incorporate all four modalities, listening, speaking, reading, and writing. A new lexical set is studied each week as well and practiced until it is mastered. All pullout groups include students from only one or two contiguous grades. These students also receive four 45 minute sessions of integrated ENL in their own classrooms in which the ENL teacher works with them on the core curriculum in a modified form. Even when the ENL teacher is not in their classroom, the content area/common branch teachers are expected to have scaffolds in place (through planning with the ENL teacher and grade planning sessions) so their ELLs have age-appropriate, challenging work to do in the classroom. Whenever available native language materials are provided to help the ELLs with content comprehension. Google translate is also used to translate relevant documents that are not available in a student's language. Additionally, the "Imagine Learning" program is purchased through Title III each year as targeted intervention with native language supports that entering (sometimes emerging) students use for thirty minutes a day in their classroom.

Students at the transitioning and expanding levels receive all their ENL support in their classroom. The ENL teacher works closely with the common branch teachers to create appropriate scaffolds to make sure the class content is comprehensible to the ELLs. In addition to coplanning, the ENL teacher is in the general education classroom four 45 minute periods a week assisting with small group instruction of the target material. The ENL teacher attends the common planning grade meeting for all the grades that she teaches to help teachers create appropriate scaffolds to bolster the comprehension of the ELLs in their classes. As with less advanced ELLs, native language materials are provided whenever possible to help the ELLs with content comprehension. Google translate is also used to translate relevant documents that are not available in a student's dominant language. Currently, Ms. Singer, the ESL teacher, pushes in to one general education third grade and one G&T third grade, one ICT fourth grade and one gen ed fourth grade, and one ICT eighth grade. The second ENL teacher (when hired) will push in to one gen ed Kindergarten, one G&T kindergarten, one ICT first grade and one G&T first grade, one ICT second grade, and one ICT fifth grade and one gen ed fifth grade. Kindergarten ENL services for the ELL students in the ICT kindergarten are being delivered by Ms. Espinal, a fully certified bilingual teacher who is currently the gen ed teacher in the ICT kindergarten.
 - b. TBE program. *If applicable.*

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 - c. DL program. *If applicable.*

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2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Explicit ENL instructional minutes are delivered according to the new mandates in grades 3,4,and 8 by Ms. Singer, a fully certified ENL teacher. More specifically, all the entering and emerging ELLs in grades three and four are pulled out together for one unit of standalone ENL per week by Ms. Singer, a fully certified ENL teacher. All the eighth grade entering and emerging ELLs are pulled ut together for four periods per week of standalone ENL. Additionally, Ms. Singer pushes into all the third, fourth, and eighth grade classrooms to provide integrated ENL. She is scheduled for 4 periods a week in the classrooms with entering, emerging, transitioning and or expanding ELLs. She is scheduled 2 periods a week in the classrooms which contain former ELLs, but no current ELLs. Additionally, she is scheduled to attend all grade meetings for the grades she services and per session funding is set aside to pay for after school coplanning between the ENL teacher and the classroom teachers who have ELLs in their classrooms. ENL instructional minutes are delivered according to the new mandates in the ICT kindergarten by Ms. Veronica Espinal, who is dual certified as a common branch and bilingual education teacher and currently teaches in an ICT kindergarten. Due to the full time presence of another teacher (as per the ICT model/funding) as well as one para, Ms. Espinal is able to allot one unit of dedicated time per week to work on English language skills with her entering and emerging ELLs. Also, due to the fact that there are many students with learning issues in the class, all content is presented with a high level of scaffolding and differentiation. This helps not only the students with special needs, but also the ELLs of all levels. At this time, the administration is attempting to hire another fully certified ENL teacher to deliver the ENL instructional minutes to the K students not in Ms. Espinal's class, as well as the ELLs in grades 1, 2, and 5. This second ENL teacher will be scheduled for 1 unit per week of standalone ENL instruction with all the entering and emerging ELLs in grades one and two. She is scheduled to push into all the kindergartens (with the exception of the kindergarten ICT which is taught by Ms. Espinal, a certified bilingual teacher), first, third and fifth grade classrooms to provide integrated ENL. She is scheduled for 4 periods a week in the classrooms with entering, emerging, transitioning and/or expanding ELLs. She is scheduled 2 periods a week in the classrooms which contain former ELLs, but no current ELLs.

The ENL team along with the administration carefully looks over the NYSITELL and NYSESLAT results and uses them to determine a schedule for the ENL teachers that covers the mandated instructional minutes. Coplanning among the ENL teachers and the ELA and math instructors aids in making sure the ELA and Math content is comprehensible to ELLs. Also, the presence of ENL teachers in the classrooms during ELA instruction allows for work in small groups giving the ELLs more opportunity to work directly with a teacher to understand and practice new content. HLA instruction is not provided at this school, however, whenever possible translated versions of key texts and assignments are provided.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In Standalone ENL, content is presented at the students' current levels and a little above (input is i+1). Shared learning activities are the basis of reading and writing instruction. In the younger grades repeated readings of big books are used to teach features of literature and basic reading strategies as well as vocabulary. With older students, multiple copies of high interest, lower-level books are supplied to the students and used as the basis for shared reading lessons. In all grades word study poems and chants are used to teach word families and other phonetic skills. Explicit listening activities are commonplace, such as listening to a song to hear which colors the singer is singing about or listening to clues to determine which picture the teacher is describing. The silent period is respected in the ENL classroom, however, speaking activities are modelled and practiced. Turn and talk partnerships are utilized after the teacher provides a spoken model of appropriate answers and a written speaking prompt. Development of skills in all four modalities are assessed regularly. Reading skills are assessed through running records and sight word assessment lists. Writing skills are assessed through periodic dictations and picture description writing. Listening skills are assessed through listening activities that come from Authentic Assessment for ELLs or Spotlight English. Speaking is informally assessed throughout class, and formally assessed through transcripts of students' retells about books.

In integrated ENL, grade level content is presented in alternate ways to make it more comprehensible to ELLs. These ways may include translated versions of the class text , native language texts to provide background information on a topic, the explicit pre-teaching of key vocabulary, visual aids to help with comprehension, and/or manipulatives to provide a visual model with math content. During coplanning time, the ENL teachers work with the classroom teachers on ways to present the content of the grade in more visual and accessible ways. We find short videos that explain the target content through images as well as simplified explanations, such as "brainpop" and "Sheppherds software". We find simpler texts that teach the same content as those recommended in the curriculum and schedule time for the ELLs to work with the simpler texts prior to taking on the more difficult ones. We pick out the key vocabulary for the unit and determine how it will be taught explicitly and whether it should be part of a whole-class lesson by the classroom teachers, or a small group lesson by the ENL teacher.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Newly arrived 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 are not assessed formally using standardized exams. However, the administration may ask bilingual staff members who speak various languages to translate orally for a student taking an assessment. This is in the hopes that more useful information will be garnered as to what content the student

is understanding versus what English the student is understanding. For standardized math and science exams, ELLs all receive a translated version of the exact same test that their grade peers take in English. If these are not available in a child's native language, a translator is hired by the school. All classwork and assessments in the Go Math curriculum come in a Spanish version which is provided to students as a matter of course throughout the year. Additionally, glossaries for math, science and social studies are given to students who can read in their native language, to help them with key vocabulary in their classes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Data from the NYSITELL and the NYSESLAT are used for initial and end of year assessment of the four modalities. Listening and speaking skills are also assessed informally throughout the year by monitoring students' participation in ENL, by conferring one-to-one. Formal assessment of speaking and listening skills are given periodically using assessment activities from Spotlight on English and the Oxford Kids Picture Dictionary Workbooks and from transcripts of students' retells about books. The ELA program used in K-2, Core Knowledge, also includes a listening and learning strand that has listening comprehension assessments that all students take including the ELLs. Reading progress is assessed through leveled running records produced by Teachers College. Writing is assessed through the study of unassisted writing assignments which are either of a particular genre, describing a picture, free writes, or dictation. Rubrics and checklists for assessment of all four modalities are also selected and used from the source Authentic Assessment for ELLs.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFE

There are currently no ELLs who are officially SIFE students. However, there are 2 students whose former education has not nearly prepared them for the level of math or critical thinking which is expected in their grade. Instruction for these students includes remedial small group work with the ENL teacher, the ELA teacher, and student teachers. When ATRs are in the building, they are often tasked to provide remedial instruction to these students. Both students are enrolled in the big brother, big sister program after school where they receive homework help and engage in many activities that help them build language and confidence. Additionally, SIFE students are routinely invited to the Title III supplementary programs. These students are also monitored by the AIS as they are at risk academically.

b. Newcomer

There are 44 newcomer ELLs comprising 72% of the ELL population. As these ELLs are new to the country, in addition to differentiating instruction, there is an increased outreach to the families. The parent coordinator notifies these parents of DOE and DELL workshops and opportunities for them and sometimes accompanies new families to these events. Additionally, parents are informed in their preferred language of the major themes of their child's grade and encouraged to talk and read with them about these themes in their native language, so they don't fall behind in content while they are learning English as a new language.

Instruction for entering and emerging 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. For example, the third grade entering and emerging pullout group is learning vocabulary (body parts, descriptive words, scientific concepts of adaptation and hibernation, etc) and fun facts about frogs in anticipation of the third grade unit "Freaky Frogs" in the Expeditionary Learning curriculum for third grade. Activities respect a student's silent period and the ENL teachers encourage students to participate by pointing, drawing, acting, writing, or listening. Leveled books, bilingual materials (including dictionaries and glossaries), listening centers with books on tape and computer programs, such as imagine learning, are also used to support these ELLs. Adapted materials and strategies which support the new curricula are also developed by the ENL teachers in conjunction with common branch and content area teachers to foster comprehension of grade level classroom studies. Although it is proving a challenge to find enough planning time during the school day for the content teachers to plan every unit with the ENL teachers, the school has set aside per session funds to enable this planning to happen after school hours. In the cases where cooperative planning in person is not possible, the ENL teacher and the classroom teachers adapt the classwork according to the needs of their students communicating with each other via email. One of the school's goals for math this year is incorporating more hands on thinking tasks using manipulatives. These types of activities are beneficial for all students, and provide a visual, hands-on component to the math curriculum that is more accessible to beginner ELLs.

Instruction for transitioning and expanding newcomer ELLs takes place in their gen ed classroom. In the case of these students, the same instructional modifications and supports are used as we use for developing ELLs at the transitioning and expanding levels. See below.

c. Developing

There are 16 developing ELLs comprising 26% of the ELL population.

Instruction for transitioning and expanding ELLs takes place in their gen ed classroom. A key part of their instruction is the ongoing collaboration among all their teachers including the ENL teacher. Together the team adapts and enhances the school curriculum to meet the needs of the ELLs by providing explicit vocabulary instruction, previewing challenging readings or concepts, providing visuals for class content through books with heavy picture support and short videos, and using small group instruction as much as possible. As often as scheduling permits, when the ENL teacher is in the general ed classroom, the whole class is working on target content in designated small groups. This provides the ELLs with the opportunity to ask more questions and the ENL teacher to use more teaching strategies particularly important for ELLs, such as enabling the pronunciation, repetition and meaningful practice of new vocabulary, and the use of sentence prompts and frames to promote the use of more sophisticated language. Additionally, ELLs are prepared for the ELA state test by providing practice materials which reflect the test format as well as the various skills measured. However, these ELLs are initially given simpler texts which reflect the type of activities presented on the ELA but at a lower reading level. 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. After working a few weeks with lower level materials, grade level test preparation materials are utilized and emphasis is placed on finding gist, chunking information, and first answering the prompts you know before going back and trying out the ones you do not. Students as well as parents are informed of modified promotion criteria for newcomers and developing ELLs to alleviate test anxiety.

d. Long Term ELLs (7+ years)

There is 1 long term ELL comprising .02% of the ELL population.

The ELL in this category is in eighth grade. He has diagnosed learning disabilities which impede his academic progress. He has an IEP for ICT class and receives Speech services. His placement in an ICT class means that much of the work is already scaffolded in ways that help ELLs. This student is English dominant at this time, but the ENL teacher in conjunction with the speech and special education teachers provides in-class support with abstract concepts and difficult sentence structures through use of graphic organizers and by connecting difficult concepts with more familiar ones.

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

There are 11 former ELLs comprising 18% of the ELL population.

ELLs who achieve a commanding level on the NYSESLAT continue to receive two periods a week of integrated ENL and all ELL test accommodations on all standardized tests: extended time, bilingual glossaries and/or dictionaries, or translated versions of the specific test. ENL support at this level is targeted to specific areas of language weakness as shown on the NYSESLAT and on grade level assessments, such as running records, on demands and unit tests in Go Math. The ENL teacher often works one-on-one with the students at this level as they generally have different needs from each other. However, if more than one former ELL has the same need as other former ELLs, or even developing ELLs, in the same classroom, they can be grouped together for a strategy group. One example of support provided for former ELLs is in the fifth grade classroom is when the ENL teacher pushes into math and works with a group of three former ELLs on word problems which incorporate the math concepts of the current unit. These word problems are created ahead of time by the classroom teacher and the ENL teacher based on data from prior assessments. Another example of support provided for a former ELL is one fourth grader who continues to have spelling and decoding issues even though her reading comprehension as well as the content of her writing are on grade level. After looking over her most recent writing pieces, the classroom teacher, together with the ENL teacher, identified certain spelling patterns and basic sight words that she was still misspelling. Together they created a pile of flashcards which are reviewed daily with the student. A schedule was created for who would review the words with her each day (either the classroom teacher, the ENL teacher, or a student teacher). The teachers use a variety of memorization strategies such as, look, spell, say, cover, write, check to help her review. Six words are studied at a time. When one is mastered, it is replaced by a new word. These are some types of support provided to former ELLs. Others include guided or strategy groups, one-on-one conferring, reteaching of a lesson that the student didn't understand, and providing native language versions of the homework assignments using google translate or trade book translations, so families can help at home.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Thus far, we have not had a case of a re-identification appeal. As we have no bilingual programs here, students wrongly identified as ELLs would already be placed in an age-appropriate monolingual English classroom. Therefore, their reidentification as a non ELL would not cause dramatic changes in the student's daily life or education. Their academic progress would be measured in the same way as the other students with his or her status (ELL or non-ELL) and the principal would check in with the student's teachers on a monthly basis via email for updates on the student's progress. If these monthly updates reveal no negative effect from the change of status, the principal will likely review the case in the twelfth month after the decision,

whereas if the effects of the change of status seem to be negative, the principal will assign available service providers (such as the SETSS or ENL teacher or qualified ATRs and student teachers) to provide additional supports immediately, and will likely review the case in the sixth month after the re-identification took place. In any event, the principal will absolutely review the re-identification process 6-12 months after the re-identification decision is made. To do so, he will get an update from all of the student's teachers about the student's academic and language progress. Furthermore, he will require copies of written data, such as updated running records and recent independent writing samples as well as the most recent end-of-units tests for math to verify the teachers accounting of the student's progress. He will also contact the student's parent to confer on the student's progress. If the student's progress has been negatively affected in any way by the change in status, the principal must determine appropriate academic interventions to provide that student. If the principal decides that the original re-identification reversal was a mistake, he may reverse his decision in consultation with the superintendent. The principal notifies the parent in writing in the parent's preferred language within 10 school days of the initiation of his phase two review.

8. 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. ELL SWDs with processing delays are given more time and a heads up in advance of being called on. 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 ENL and general education teachers in conjunction with the special education teachers and related service providers, including speech, as well as occupational and physical therapists. Students with fine motor delays may be provided with pencil grips and when appropriate the ENL teacher will scribe for the student. Students who have trouble organizing information will get graphic organizers with transition words already filled in, such as first, next, then, etc and if necessary a key word or picture next to each step. Modifications made for ELLs with special needs are very individualized depending on their specific disabilities. For entering and emerging students, the presentation and practice of content is already so scaffolded that ELLs with disabilities may not need to have many additional scaffolds in place. However, as the ELLs with special needs become more fluent in English and move to the transitioning and expanding levels, they often require more or different adaptation than the other ELLs at their English acquisition level. Often the speech and ENL teachers work together to target the same vocabulary, so the SWD-ELLs with word retrieval issues get more opportunities for practice. SWD ELLs may continue to use graphic organizers that focus on organization after other ELLs no longer need them. SWD ELLs with memory issues are allowed to re-watch content videos or re-read content texts more times than the rest of the class.

Many of the ELLs in this category are invited to participate in 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.

Subscriptions to the computer program "Imagine learning" are provided to ELLs with special needs who struggle with reading and vocabulary. This computer program is designed to support language development as well as struggling learners. It adjusts to the student's current reading and language levels and provides native language support as well. Additionally, books on CD and ebooks are used to promote fluency and decoding skills for struggling readers. ELLs with IEPs are also entitled to register on "Bookshare" for free, an audio library that they can log into from any computer with internet and choose the

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

ENL teachers confer with classroom teachers and related service providers for scheduling as well as instructional planning. ENL 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. Entering and emerging ELLs-SWDs are included in standalone and integrated ENL groups of general education ELLs when receiving ENL services. Transitioning and expanding ELLs-SWDs get their integrated ENL support along with the general education ELLs at the same language acquisition level. All 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

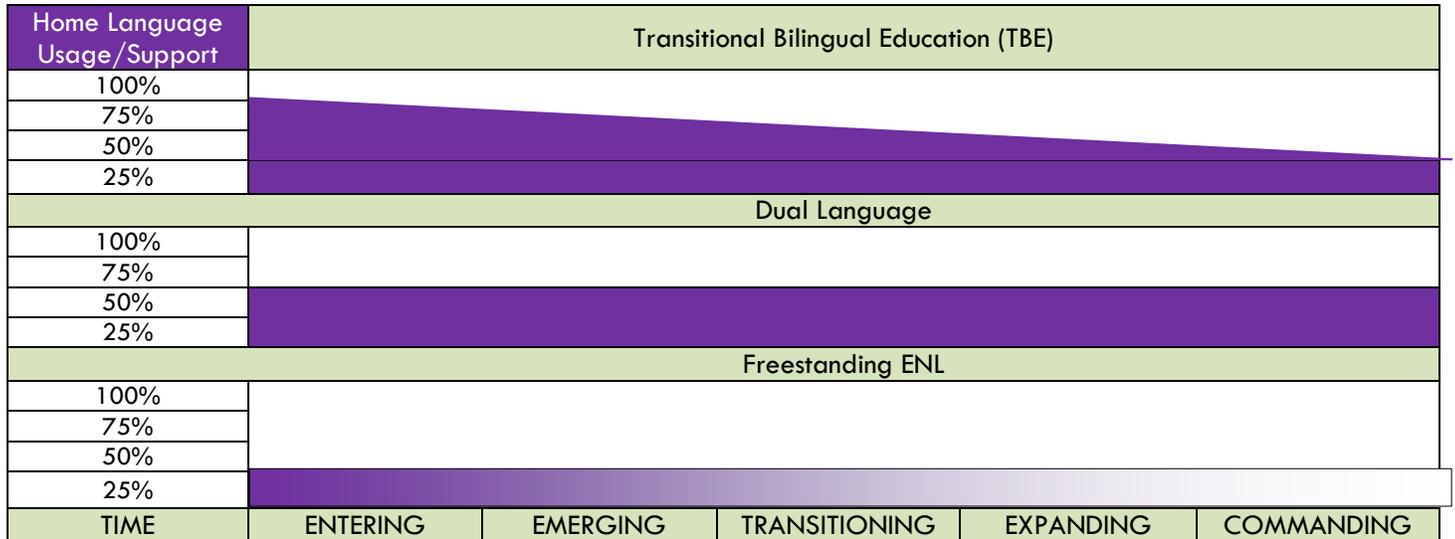


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs work differently in different grade spans. Grades 5 and 8 have specific period in their schedule designated for remedial small-group instruction of math and reading skills. These groups are formed based on need and changed throughout the year as students grow and change. Need is determined by running record results and skill-specific teacher made math assessments. Out of classroom, as well as grade level teachers are involved in teaching these small intervention groups. ELLs are grouped along with their non ELL peers based on targeted specific needs determined by assessment. In the case of math, native language translation is used when there is a question about whether difficulty with a math assessment is the result of limited math skills or developing English skills. This targeted intervention takes place twice a week for 50 minutes. In grades k-4 each grade has a 50-minute period daily dedicated for small group reading or reading related skills. The groups are determined by independent reading level based on running record results and taught by the grade level teachers as well as the out of classroom teachers including the ENL teacher. This synchronizing of schedules allows ELLs of all proficiency levels to get reading instruction at their current reading level (whether with the ENL teacher or with a different teacher according to their needs) without missing out on whole-group classroom instruction time. For struggling ELLs in all grades, at-risk SETTS and/or speech is offered if the respective teachers have room in an appropriate group targeting the specific area in which the ELL student is struggling. In some cases, placement in an ICT class as a gen ed student is considered as a possible academic intervention because the classwork is generally more scaffolded and there are two teachers in the classroom.

Through Title III funding, an ESL after school program is offered for newcomer ELLs in most grades. ELLs are invited to participate in a 10-week intensive after school program from 2:40-4:00 two days a week. An ENL and math teacher deliver targeted instruction to improve second language acquisition, literacy and math skills. In math, word problems are analysed carefully by the teacher and students together, slowly breaking down the language involved in math problems. For language and literacy, shared readings on a theme are presented and practiced and accompanied by hand-on follow up activities related to the current theme. Last year, for example, the younger groups studied the five senses as their theme.

Struggling ELLs are referred to the Academic Intervention Team (AIT). Teachers may present the case of their student to a panel of teachers and administrators on AIT, who suggest targeted tier I or tier II interventions. After a teacher has exhausted all interventions, a formal process of referral may be considered. Based on a review of the student's independent work, a review of any work/assessments given in the child's native language, anecdotes from teachers and input from the student's parent, AIT sometimes opens an initial referral in SESIS requesting a bilingual special education evaluation.

Advisory groups are held with 5th and 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. Although this is not an academic intervention, it is an important support for their academic futures.

"Imagine learning" and "Raz kids" are two computer interventions which the school subscribes to in order to provide academic and language development support to struggling ELLs. Imagine learning provides native language support in over 20 languages and Raz kids provides native language support for Spanish and French speakers. Both programs include their own pre and post assessments which are viewed by the ENL teacher to inform instruction and provide more information about the progress of the students.

11. 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 except for two students (a brother and sister who apparently speak Japanese at home, but do not speak at all in school, not even to the other Japanese children), as evidenced on the NYSESLAT listening and speaking subtests and informal observations and assessments. However, transcripts of student's spoken English reveal that even students at the transitional and expanding levels do not have the precise vocabulary and advanced sentence structures to clearly and effectively understand and speak English in their academic classes. This data is being addressed by highlighting vocabulary instruction throughout the school, not only in ENL. It is one of the school's main goals this year. To this end, each grade submitted an academic vocabulary word list to the administration and they are required to explicitly teach and practice those vocabulary words.

Most ELLs make progress in reading and writing, as evidenced on NYSESLAT subtests as well as running records and on-demand writing. Entering ELLs throughout the school are making progress on their basic vocabulary, sentence writing, phonics and oral language skills as evidenced by teacher made quizzes, increased participation in class, and TC reading assessments (whenever possible the comprehension questions are asked in the students' native languages to determine whether their receptive skills are in

place, even if they are not yet able to produce an oral or written explanation in English of a book. Emerging ELLs in the younger grades are given the same assessments as the other students in their classes (with native language assistance when possible). Their reading and writing is analyzed somewhat differently in that errors due to a developing knowledge of English are used as indicators of what needs to be explicitly taught during freestanding ENL, but may not hold a child back a reading level. If the child, for example, leaves off the third person s throughout a running record, but otherwise decodes and understands the level successfully, that child will be allowed to "pass" the level in the sense that they won't be held back from reading books at that level even though their official level will be lower. For expanding, transitioning, and expanding ELL students, writing is analyzed using the TC narrative or expository writing continuum and teacher-created grade level rubrics. The data shows that ELL students in the transitioning and expanding levels are approaching grade level standards for writing, but only two students are meeting standards. The data shows that the areas of weakness in ELL writing is primarily grammar (especially verb tense and subject verb agreement and proper use of prepositions and phrasal verbs). Also, precise descriptive vocabulary is often missing from the writing of ELLs, making their writing simplistic for their grade. On the other hand, organization and format and the use of appropriate text features is generally a strength, although some SWD-ELLs do struggle with organization and staying on topic. Classroom teachers in conjunction with the ENL teachers plan specific mini-lessons to address the widespread writing issues of the class. Writing conferences are used to address issues that most of the class does not have. Conferences are divided among the classroom, special ed, and ENL teachers to ensure that all students get individual attention. There are three students who are not making progress in their literary skills. They have been referred to AIT for extra help. The overall progress of most ELLs on the NYSESLAT indicates that in some ways the current ESL program is meeting the language development needs of the ELLs. Analysis of running records shows that the vast majority of ELLs make significant progress in moving up reading levels. However, in terms of learning and using the academic language required for the new common core standards, additional supports are clearly needed, as evidenced by the standardized ELA, Math, and Science exams, as well as the curriculum assessments that are periodically given to assess students' comprehension of the grade level texts used in the curriculum and their ability to write about them.

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

In the past ENL services at this school have been primarily pullout. The new emphasis on coplanning and integrated ENL instruction represents a new approach to supporting our ELLs and this change will hopefully result in greater academic success for our ELL population.

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

Pullout ENL for upper intermediate and advanced ELLs will be discontinued as per the new state mandates.

14. 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. Read Ahead is a program in which local professionals come in to the school once a week to read with a student during his or her lunch period. It is an excellent opportunity for ELLs to develop all their English language skills areas. All emerging, transitioning, and expanding ELLs are invited to participate. Letters of explanation and permission slips are sent home in the preferred language of the parents. Students who do not return the permission slips are sent another. All students in grade 3 are taught chess by a professional chess teacher who comes into the school once a week. All students in third grade participate including the ELLs. Sports and Arts is a free after school program for grades k-5 on the premises from 2:40 to 6:00 daily. The parent coordinator helps families with the application. Any parents who request an after school program are directed to Maria Galimide, who is the attendance school aid who also helps run the after school program. Space is limited, so new families often have to be on the waiting list until a space opens for their children. It is a first come, first serve program. The SONYC program through Big Brother, Big Sister is an after school program for the eighth graders. The program director, Luisana Victorica, visits classes to inform eighth graders about the program. The application is available in many languages and Luisana reaches out to families by phone (she is bilingual Spanish and English), sometimes with the help of a translator, to enroll students in the program. All eighth graders are invited to join including ELLs of all levels. Once in the program, they get after school homework help and engage in a variety of activities designed to promote physical and emotional health. All the ELLs currently in eighth grade are enrolled in this program. They represent 7 of the 50 total students enrolled. A professional violin teacher comes to the school to work with fourth and fifth grade students who sign up for lunch period lessons. Informational letters and permission slips are sent home in the parents preferred languages and resent if no response is received. ELLs are also included on the basketball, baseball, boxing and soccer teams coached by the Physical Education teachers after school. All students who want to participate are allowed to do so. Information letters and permission slips are given out and collected by the Physical Education teachers in parents' preferred languages. The Title III after school program is offered yearly to selected ELLs (usually the all the newcomers) throughout the grades to support growth in literacy and math. Invitations are sent by the ENL teacher in parents' preferred languages and follow up calls are made by the ENL teacher.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Big books are widely used in the primary grades to teach basic reading skills and vocabulary. There is a full leveled library in the ENL classroom and students are encouraged to borrow books at their level regularly. Teachers use laptops in their classrooms to give students access to educational programs, such as starfall, imagine learning, and Raz Kids. There are smart boards in every

classroom, which allow teachers to make lessons more visual. The science teacher uses hands on experiments to make the science content comprehensible and memorable. He also uses BrainPop science which provides entertaining visual aids to explain science concepts.

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

ENL is our only program. Home language supports are provided as much as possible. Imagine Learning is a software program designed specifically for ELLs which provides native language support. All entering and emerging ELLs in grades 2-8 are provided with accounts. The math program, Go Math, has Spanish language books which are provided for all Spanish speaking ELLs along with the English version. Google translate is used to translate reading passages about key content. Fully bilingual students are sometimes called upon to translate for their non-English speaking peers. If done in moderation, this bolsters the confidence of students acting as teachers and highlights the usefulness of bilingualism.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Teachers on each grade level meet weekly with service providers including the ENL teacher to discuss the current units of study and how the material may need to be adapted or scaffolded. Also, the administrators regularly observe classes and take learning walks throughout the school to ensure that teachers are effective and instruction is on point.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are assigned buddies by their classroom teachers to keep track of them when the class goes to specials and lunch. Whenever possible, they are sat at a table in the classroom with someone who speaks their native language, at least until they get comfortable. If they are truly non-English speaking, we provide alternative homework so they can feel successful rather than overwhelmed. At the mandated parent orientation, the ENL teacher makes sure to reassure parents that newly arrived students are exempt from all promotional standards, meaning that while we expect them to do their best, we know that in many cases they won't be functioning on grade level in English for a while and they won't be held back because of it. If a student is particularly traumatized by their situation, the guidance counselor, Darice Scholl, usually gets involved by giving some extra attention and time to the student and contacting the families.

19. What language electives are offered to ELLs?

There are no language electives offered at this school. In the past Spanish and sign language were offered in the middle school, but as the middle school has been truncated, these are no longer available.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Every Monday from 2:40 -4:00 the whole staff gathers for a professional development session. All teachers of ELLs are included in these PDs. The first four week PD cycle focused on small group work, especially on running records, both how to administer them and how to use the data to inform instruction. ENL teachers worked closely with the grade level ELA teachers who have ELLs in their classrooms reviewing running record data and using it to form groups and plan instruction. The second four week PD cycle focused on conferring, especially on setting specific goals during a reading, writing, or math conference with a student and keeping a record in order to check back on the student's progress. The third four week PD cycle is focussing on questioning techniques, especially on changing the current norm of teachers asking most of the questions to a more student-centered model of students asking questions and piggybacking on other students questions. Also, PD highlights the need for more open ended and higher order thinking questions in the classrooms at all ages. Once this cycle of PD is complete, the PDs will spiral around again, looking at small group work, conferring and questioning again, but expanding on our previous learning. Although these PDs are generalized, it is extremely important for ENL teachers to be present to provide input about how these topics can be approached with ELLs at all levels as well as to learn from colleagues and staff developers.

Each ESL teacher has the opportunity to attend professional development sessions offered by the Division of ELL support throughout the year. It is up to the ENL teachers to identify training sessions that would help them develop as a teacher and ask permission from the principal to attend. Information about available professional development opportunities for ENL teachers is emailed directly to ENL teachers from the DOELs bimonthly facilitating the process of insuring access to quality, relevant PD options for ENL teachers. Also intervisitations among staff at 111 as well as the opportunity to visit ENL classrooms in other schools is allowed. When staff developers come in to the school to work with common branch teachers, ENL teachers are encouraged to be a part of that learning as scheduling permits.

Classroom teachers and/or ENL teachers sometimes attend workshops at Teachers College and turnkey their learning at grade meetings.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Throughout the year ESL teachers attend workshops provided by Teacher's College and OELL which address aligning the curriculum for ELLs with the Common Core Standards. Some of these workshops include planning sessions wherein ENL Teachers plan lesson/units based on the Common Core. One such workshop focused on close reading with ELLs and explored the technique of highlighting referents and looking at what they refer back to as one close reading strategy that can be helpful with transitioning and expanding ELLs. Another workshop highlighted techniques for choosing which words to pre-teach and how to do so, before a reading comprehension activity. One workshop was for ENL teachers and math teachers to attend together and focused on math vocabulary and language and strategies to make it more comprehensible to ELLs. Another opportunity which will be explored for the first time this year, is partnering up with the nearby P.S. 51 to adapt lessons from the Expeditionary Learning curriculum used by both schools. During full PD days, such as election day, grade groups meet to break down upcoming units and then the ENL teacher meets with the classroom teachers who have ELLs in their classes to further plan how the unit can be scaffolded for ELLs at different stages of language acquisition.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Elementary and Middle School Guidance Counselors, Darice Scholl and Stephanie Wilds respectively, support ELLs in conjunction with the ENL teacher as they transition to Middle School and High School by having meetings with parents to review procedures and requirements. Although they are not trained specifically in working with ELLs, they are the most knowledgeable staff members about the application process as they have been specifically trained in it and have many years of experience. When it comes to working with the ELLs on this process, they work in conjunction with the ENL teachers and utilize the translation services of other staff members as well. 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 eighth grade ESL teacher, Ms. Singer, works with a group of Newcomers ELLs during this advisory period reviewing the high schools that would be most appropriate considering personal interests and eligibility requirements. The fifth grade SETTS teacher, Ms. Sara Beck, works with the fifth grade ELLs in a small group helping them understand what to look for in a middle school and how the application process works. Parents and students are encouraged to visit the Borough-wide middle school or high school fairs as well as informational sessions at various schools to obtain additional information. All ELLs are provided with guides to the various middle or high schools in their native language to bring home to their families.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Every Monday, professional development is provided for the staff from 2:40 to 4:00. Some of this PD will directly address how teachers can best address the needs of their ELLs. This focus on ELL instruction is noted on the agenda for the PD and staff who attend

sign an attendance sheet. It is up to individual teachers to keep track of these hours for themselves. Additionally, common branch teachers are encouraged to attend OELL and TC workshops which focus on meeting the needs of ELLs in the gen ed classroom. Certificates of attendance are given out at these trainings and individual teachers are expected to keep them as proof of their ELL-related training.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual meetings are scheduled during the mandated parent communication times on Tuesday afternoons. If parents cannot come at this time, a more convenient time is scheduled. As a last resort, a phone meeting is conducted in lieu of a face to face meeting. These annual meetings begin in January and continue through June. As the whole staff is required to be here at that time anyway, bilingual employees are asked to attend as translators where appropriate. Otherwise, the translation unit is utilized.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

An agenda of the meeting is provided in English as well as the parents' native language. All attending members are asked to sign and date the agenda and this document is kept in the ESL compliance binder.

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

We have the learning leaders program in our school which we have expanded to include 17 new parents this year. Once they finish the training they will be assigned to classrooms throughout the school (not their own child's classroom) and one of their roles will be assisting the ELLs as directed by the classroom teacher.

P.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 distributes and posts flyers about on-going family events happening in the school.

The PTA also serves as a forum for parents to vocalize their needs

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 111 partners with various Community Based Organizations that provide workshops and services to parents, including parents of ELLs.

- 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.

5. How do you evaluate the needs of the parents?

Parents are surveyed by way of questionnaires, a suggestion box, and their interaction with the Parent Coordinator, Zaida Cosme, throughout the school. Ms. Cosme also uses school messenger as a way to remind parents of important events in the school.

6. How do your parental involvement activities address the needs of the parents?

Parent ENL classes are provided because the more English the parents know, the easier it is for them to help their children with homework. Also, their attendance in an English class serves as a positive role model for their children, exemplifying the importance of school and further learning. Furthermore, the English classes bring the parents into the school which has the beneficial side effect of helping them feel a part of the school community.

Parent workshops are provided by Don Duerr, a DOE early childhood social worker, on topics requested specifically by parents or teachers.

Additionally, parents of ELLs are provided with information about outside agencies 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.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: **PS111 Alfred S. Ochs School**

School DBN: **02M111**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Gilligan	Principal		10/28/15
Clara Harvey	Assistant Principal		10/28/15
Zaida Cosme	Parent Coordinator		10/28/15
Jennifer Singer	ENL/Bilingual Teacher		10/28/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M111** School Name: **Adolph S. Ochs**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The administration, parent coordinator and staff were surveyed verbally to assess written translation and oral interpretation needs for the school community. Additionally, parent responses to preferred language of contact included on the Home Language Survey is also used to address the linguistic needs of the parent community when preparing communications about school activities. The Home Language Surveys are on file and information is collected from these documents and is also available on the RPOB report on ATS. The Pupil Accounting Secretary also sends a Parents Preferred Language Form home which surveys parent language preferences for written and oral communication with the school. This information is placed in ATS for easy access and retrieval. The major findings revealed a need for written translation and oral interpretation in Spanish, Arabic and Chinese. The school has 17 languages in addition to English. The largest numbers in descending order: Spanish 87, Arabic 28, Japanese 12, Chinese 8, Bengali 6. These findings are shared with the school community by formulating lists of students including the home language of parents and their translation/interpretation needs. The lists are distributed to each staff member with a master list to be maintained in the main office.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian, Arabic, Bengali, Cantonese, Chinese, English, French, Haitian Creole, Hindi, Japanese, Korean, Filipino, Russian, Sidamo, Spanish, Thai, Tibetan, and Urdu.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The primary letters that occur with repetition are PTA announcements, parent-teacher conferences, after-school programs, extended-day instruction, testing dates, class newsletters, and curriculum information. We identify these at the start of the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences and back to school nights are the primary times that we have face to face conversations that require translation services. There are times when an unforeseen meeting takes place (i.e. guidance) for which we require translation.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

For some languages, letters are translated via Google Translate. The English and translated versions are then given to a native speaker who corrects the Google translate. We find that this saves time. In cases where we do not have a native speaker we rely on translation services. When translation is not possible in a timely manner we provide a cover letter informing families of their rights to request free translation (with directions to do so).resource

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We use in-house native speakers and volunteers from the New York times. There are instances when we rely on outside vendors.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Every staff member was asked to review Regulation A-663 and the information is also available in the main office and the Parent Coordinator's office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Signs will be posted in all languages with language translation information at the front desk, and in the Parent Coordinator's office. Parents were also provided their Bill of Rights in their native language or with instructions for accessing translation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will work with our Parent Coordinator and PTA to periodically assess the effectiveness of our communication by surveying families.