



P.S. 112 LEFFERTS PARK

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 112 LEFFERTS PARK
ADDRESS: 7115 15 AVENUE
TELEPHONE: 718-232-0685
FAX: 718-232-3609

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332000010112 **SCHOOL NAME:** P.S. 112 Lefferts Park

SCHOOL ADDRESS: 7115 15 AVENUE, BROOKLYN, NY, 11228

SCHOOL TELEPHONE: 718-232-0685 **FAX:** 718-232-3609

SCHOOL CONTACT PERSON: Louise Verdemare (Alfano) **EMAIL ADDRESS** LVerdem@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Czado

PRINCIPAL: Louise Verdemare (Alfano)

UFT CHAPTER LEADER: Amie Curran

PARENTS' ASSOCIATION PRESIDENT: Robert Criscola

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** CFN 409

NETWORK LEADER: NEAL OPROMALLA/Nilda Kraft

SUPERINTENDENT: KARINA COSTANTINO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Louise Verdemare (Alfano)	Principal	
Mary Czado	Teacher	
April Barrafato	Parent	
Robert Criscola	PA/PTA President or Designated Co-President	
Darlene Cucco	Parent	
Amie Curran	UFT Chapter Leader	
Leslie Freij	UFT Member	
Manal Saleh	Parent	
Aileen Monaghan	UFT Member	
Gregoria Tirado	Parent	
Margaret White	UFT Member	
Sara Roth	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ P.S. 112 is a small school located in Dyker Heights, Brooklyn. It boasts a wonderfully warm environment that is emotionally nurturing and academically invigorating. It is culturally diverse and the children enjoy sharing their customs with one another. To watch these exchanges is a truly endearing experience.

Our staff is committed to establishing and maintaining high standards of excellence for all students. It is through a rigorous child centered curriculum that our students develop into independent skilled learners. Parents, teachers and administrators work cooperatively to develop each child academically and socially.

We are dedicated to the belief that all children can achieve high levels of excellence. All of our teaching approaches continue to evolve as we participate in ongoing professional development and reflect on classroom-based teacher research. The Common Core State Standards guide our planning as well as ongoing assessment in each discipline. All of these components support us in our abilities to take each individual child from where they are, and move them forward.

In addition to our reading, writing, math, science and social studies workshops, students work in our state of the art multi-media library to conduct research through the use of our wireless laptop technology.

At P.S. 112, we are proud of our commitment to Arts Education. In addition to our excellent visual arts program, our kindergarten students enjoy music and movement classes, grade one students play the violin, second and third grade students play the recorder and we have a 4th and 5th grade band, chorus and ballroom dance program. Our students have also received dance scholarships to the Feld Ballet School in Manhattan.

Students have the opportunity to participate in many stimulating extra-curricular after school activities such as art club, band, chorus, science club, chess club, tennis and computer club. P.S. 112 also offers an after school latch key program.

The opportunities offered at P.S. 112 are graciously extended to families. Our Parent Coordinator holds Adult English as a Second Language (ESL) workshops three days a week. These workshops help adults advance personally, become involved in the school community and take an active role in their children's education.

In addition to parent workshops, our staff hosts annual whole family events such as "Family Fun Night" and "Someone Special Dance". The Spring Arts Festival, the Dance Festival and monthly assemblies offer our students the opportunity to display their creative work and perform for their parents. The Parent Teacher Association provides yet more opportunities for families to become involved by preparing various events for the children such as plant and bake sales.

P.S. 112 maintains strong community partnerships which include Carnegie Hall, Music Outreach, The Museum of Natural History, The Brooklyn Philharmonic, The American Ballroom Theater Company and The Feld Ballet. We are also honored to receive annual visits from distinguished firefighters and police officers who unselfishly volunteer their time to read to our children exhibiting an outstanding example of community support for our schools.

We believe that students need to participate in endeavors which will teach them the value of becoming caring members of their community. Our humanitarian efforts include City Harvest, Penny Harvest, and local food and clothing drives. Through our annual "Roundtable", students gather to make decisions about how to help those who are less fortunate.

P.S. 112's vision is committed to establishing and maintaining high standards of excellence for all our students. A positive educational environment is maintained where parents, teachers, administrators and students are engaged cooperatively in developing academic and social growth.

As our mission, we are dedicated to the belief that all children can learn and we strive to engage our students in active and productive activities that will develop independent skilled learners who will be prepared for all future endeavors.

Together, these initiatives help create a family that consists of staff, students, and parents who are active members of the community dedicated to teaching and learning. We are committed to the belief that all children can achieve high levels of excellence. Our goal is to develop each and every child into a lifelong learner.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 112 Lefferts Park								
District:	20	DBN #:	20K112	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" 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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.6	95.3	TBD		
Kindergarten	79	66	86						
Grade 1	89	73	65	Student Stability - % of Enrollment:					
Grade 2	82	95	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	71	79	91		95.6	91.75	TBD		
Grade 4	70	64	78						
Grade 5	81	69	69	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		65.9	65.9	82.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	0	TBD		
Grade 12	0	0	0						
Ungraded	2	0	6	Recent Immigrants - Total Number:					
Total	474	446	468	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	5	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	8	12	11	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	0	0	TBD		
Number all others	19	26	30						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	95	77	76	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	6	Number of Teachers	31	32	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	4	TBD
				Number of Educational Paraprofessionals	1	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	93.8	TBD
				% more than 2 years teaching in this school	83.9	71.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.5	71.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	77	84	TBD
American Indian or Alaska Native	0	0	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.8	TBD
Black or African American	0.2	0.4	0.6				
Hispanic or Latino	21.1	21.7	22				
Asian or Native Hawaiian/Other Pacific Isl.	47.7	49.6	50.4				
White	31	28	25.9				
Multi-racial							
Male	46.4	49.3	50				
Female	53.6	50.7	50				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□ A review of the 2009-2010 New York State Mathematics scores indicates a 22% decrease in grades three, four and five students, meeting State Standards, scoring at levels three and four as compared to the 2008-2009 school year. Additionally, there was a 19% increase in the number of students scoring at level 2 and a 4% increase in students scoring at level one. As such, the total school math achievement for the 2009-2010 school year is 76%.

English Language Arts (ELA) scores have also decreased from the 2008-2009 to the 2009-2010 school year. The ELA score for all grades receiving levels three and four has decreased 28% from 86% to 58%. The greatest decrease occurred in grade three whereby only 42% of students met State Standards, scoring at levels three and four. Additionally, there was an 18% increase in the number of students scoring at level two and a 10% increase in students scoring at level one.

In analyzing this data, it is evident that strengthening our ELA and Math curriculum will be our focus this year. In an effort to increase student achievement in ELA and Math, we will begin integrating the Common Core State Standards into our curriculum and target those students who do not meet grade level standards. Additionally, we will continue to evaluate and strengthen the second grade curriculum and assessment data including the Early Childhood Literacy Assessment System (ECLAS 2) as these students scored the lowest and part of the challenge still remains that third graders are first time standardized test takers. As such, we will:

- Further professional development around testing as a genre in grade three, four and five.
- Continue close analysis of ECLAS 2 data and classroom assessment for identification of instructional implications and test sophistication skills for third graders.
- Continue and refine the implementation of word study approaches in grades K-5 for the 2010-2011 school year.
- Increase the use of nonfiction texts throughout grades K-5

One of our greatest accomplishments was implementing the use of The Independent Investigation Method (IIM), which incorporates the use of technology for social studies research. The program guides students through the research process, strengthening their skills to navigate various resources, locate specific information and facts and enable them to compile what they've learned to create a final product and presentation. IIM, in conjunction with the use of technology in the classroom, has increased student performance in social studies research, as well as the use of technology based on the review of student products and presentations and formal and informal observations as well as classroom assessments.

In an effort to continue our growth in this area, our goal for the 2010-2011 school year will be to increase the use of technology for conducting social studies research in the classroom. This however, has been one of our significant barriers. The lack of funding to purchase equipment continues to have a negative effect on our schools improvement in the area of technology. Continual advancements in technology require schools to consistently analyze their needs in this area. It is imperative to refine the curriculum to correlate with advancing technology. Lesson planning that incorporates the use of technology lends itself to differentiated instruction in all content areas, and provides students with the necessary skills to compete in our global economy.

The securing of adequate professional development in the area of technology is also a priority as is technology troubleshooting. In order to improve the use of technology within the classroom, it becomes imperative to provide teachers with effective professional development that will allow them to enhance their computer knowledge and skills. This in turn will allow for the incorporation of technology-based projects.

The continual advancements in technology and the professional development needed to support the use of technology in the classroom is important for quality instruction. However, securing adequate funds to purchase new equipment, update old equipment and provide professional development continues to be a challenge at our school.

Improving parental involvement and increasing effective communication with parents is a vital ingredient to student success. As such, it continues to be a school goal. We will improve communication between parents and the school as well as between teachers and parents by increasing outreach efforts.

Attendance data indicates that current parent involvement in PTA meetings and instructional workshops has improved over the last year however, it still remains a focus. Our percentage of parents who responded to the Learning Environmental Survey (LES) indicates a 98% participation rate. Our parent population is mainly comprised of working class parents who are absent from the home for long periods of time over the course of the day. Many children are left with caretakers who assume the responsibility for overseeing their schoolwork. As such, parents are unaware of the academic requirements that attribute to their child's success. Providing parents with the necessary tools to support school instruction at home becomes our challenge. Planning for activities and programs which will increase participation and involvement of parents in the school community is imperative. We will continue to create opportunities for families to come to the school both within and outside regular school hours in order to participate in programs that will contribute to their child's success. Our parent coordinator will also support these efforts by working with parents and providing adult education.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To increase achievement in Literacy for all students including students in subgroups and students with disabilities in grades K-5 through standards based driven instruction. By June 2011, the percentage of students meeting and exceeding standards in grades 3-5 will increase by 3% in listening, speaking, reading and writing as measured by the New York State English Language Arts exam.	<input type="checkbox"/> We analyzed the results of the 2010 New York State English Language Arts exam (ELA) and compared them to the 2009 results. It was noted that the number of students meeting and exceeding state standards decreased 28%.
<input type="checkbox"/> By June 2011, all students in grades one through five will advance to the next developmental stage in word knowledge as measured by the Words Their Way Elementary Spelling Inventory Feature Guide and use their word knowledge in their writing as evidenced by student writing samples.	<input type="checkbox"/> After conducting an analysis of the results of the Words Their Way Assessments of students in grades one through five, it was noted that our goal for all students to advance to the next developmental stage in word knowledge was met. As a result of these student gains, we will continue to use the Words Their Way program whereby students will participate in daily differentiated word study activities.
<input type="checkbox"/> By June 2011, 100% of all students in grades kindergarten through five will conduct research, integrating the use of technology in the area of social studies using the Independent Investigations Method (IIM). All students in grades one through five will earn a Level 3 or 4 on their IIM exit projects as measured by internal rubrics and assessment checklists.	<input type="checkbox"/> After analyzing teachers' planning binders as well as the school-wide curriculum map, a lack of consistency in both content and method for the integration of technology was discovered. Additionally, our curriculum was not addressing the acquisition of research skills using technology for our students.
<input type="checkbox"/> To improve communication between parents and the school as well as between teachers and parents by increasing outreach efforts. By June 2011, there will be a 2% increase in the number of parents attending school events as evidenced by attendance sheets and parent surveys.	<input type="checkbox"/> After reviewing the results of the Learning Environmental Surveys and the attendance records of parent meetings, workshops and school functions, it was evidenced that communication was an area of weakness.
<input type="checkbox"/> To increase achievement in Mathematics for all students including students in subgroups and students with disabilities in grades 3-5 through standards based driven instrucion. By June	<input type="checkbox"/> We analyzed the results of the 2010 New York Mathematics exam and compared them to the 2009 results. It was noted that the number of students meeting and exceeding standards

2011, the percentage of students meeting and exceeding standards in grade 3-5 will increase by 3% in number and operation concepts, geometry, measurement and algebra as measured by the New York State Mathematics exam.

decreased 22% from the previous year.

SECTION VI: ACTION PLAN

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

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To increase achievement in Literacy for all students including students in subgroups and students with disabilities in grades K-5 through standards based driven instruction. By June 2011, the percentage of students meeting and exceeding standards in grades 3-5 will increase by 3% in listening, speaking, reading and writing as measured by the New York State English Language Arts exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Utilizing an Academic Intervention Service (AIS) reading push-in teacher from September 2010 to June 2011 for all students not meeting state standards, with a particular emphasis on students who perform at levels one and two. • Classroom teachers will improve data analysis in all grades to provide for targeted strategy based small group instruction five times annually: October, December, February and May • Classroom teachers will continue the use of instructional strategies that contribute to improving student achievement, such as a 100 minute literacy block, small group instruction and individual conferences from September 2010 to June 2011. • Administration and lead teachers will continue professional development in the area of reading strategies, word study, and conferring from September 2010 to June 2011 during conference days, common prep periods and grade conferences. • The Special Education Teacher will continue to expand the “push-in” model for Resource Room services from September 2010 to June 2011. • Administration and lead teachers will continue professional development around the close

	<p>analysis of ECLAS 2, standardized test scores, Fountas and Pinnell Benchmark Assessment System, and classroom assessment for identification of instructional implications from September 2010 to June 2011 during conference days, common prep periods and grade conferences.</p> <ul style="list-style-type: none"> • Members of the School Instructional Team will meet monthly from October 2010 to June 2011 to examine the ELA standards set forth in the Common Core State Standards (CCSS) in an effort to begin the process of implementing them into our curriculum. • Extended day services will be devoted to small group instruction targeting reading strategies to increase student achievement.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> We will continue to use Title I funding and New York State Tax Levy (NYSTL) to support tasks related to this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers will maintain assessment binders or folders and collect assessment data. The assessments will be reviewed weekly and will lead to the planning of effective instructional interventions for all students. Students will produce writing pieces in a variety of genres that meet New York State (NYS) writing standards for their grade as measured by writing portfolios. Assessments such as ECLAS 2, the Early Performance in Language Arts (EPAL), and NYS standardized tests will show a decrease in students performing below benchmarks, at levels 1 and 2, and a 3% increase in students meeting benchmarks and performing at levels 3 and 4 by June 2011.</p>

Subject Area
 (where relevant) :

Word Study

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, all students in grades one through five will advance to the next developmental stage in word knowledge as measured by the Words Their Way Elementary Spelling Inventory Feature Guide and use their word knowledge in their writing as evidenced by student writing samples.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All students will be assessed for their developmental stage in word knowledge. • All students will be grouped according to their stages. • Teachers will differentiate lessons according to student’s stages. • Students will participate in daily word work activities according to their stage of word knowledge. • Grade meetings will be devoted to professional development in the area of planning and analyzing word work lessons. • Intervisitation opportunities will be provided by colleagues. • Teachers will meet monthly to plan grade wide word study lessons.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>We will continue to use Title I funding to support tasks related to this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Students in grades one through five will advance to the next developmental stage in word knowledge as measured by the Words Their Way Elementary Spelling Inventory Feature Guide by June 2011. Student progress will be measured by formal and informal observations, regular review of students' weekly assessments and Spelling Inventories.</p>

Subject Area
(where relevant) :

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 100% of all students in grades kindergarten through five will conduct research, integrating the use of technology in the area of social studies using the Independent Investigations Method (IIM). All students in grades one through five will earn a Level 3 or 4 on their IIM exit projects as measured by internal rubrics and assessment checklists.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> From September 2010 to June 2011:</p> <ul style="list-style-type: none"> • All students will set goals for research sources, questions and final products. • All students will use the seven steps of the research project. • All students will evaluate their goals using a goal setting chart and revise goals where necessary. • All students will use a written self-evaluation to assess their research and final product. • Grade meetings will be devoted to professional development presented by administration and lead teachers in the area of planning research lessons and integrating the use of technology into the social studies curriculum. • An upper and lower grade trainer will provide opportunities for intervisitations by colleagues. • Teachers will meet monthly to plan grade-wide research units.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>We will use NYSTL Hardware and Software funding as well as Legislative Grants to support the use of technology with the IIM research process.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Student progress will be measured by formal and informal observations. Regular review of students' products and presentations will indicate a decline in students performing at levels 1 and 2 and an increase in performance at levels 3 and 4.</p>
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**Subject Area
(where relevant) :**

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve communication between parents and the school as well as between teachers and parents by increasing outreach efforts. By June 2011, there will be a 2% increase in the number of parents attending school events as evidenced by attendance sheets and parent surveys.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> From September 2010 to June 2011:</p> <ul style="list-style-type: none"> • Translated correspondences and phone translation services will be utilized to accommodate non English speaking families. • Translators will be available at Parent Teacher Conferences. • Parent information sessions will be held in September to familiarize parents with curriculum. • Parents will receive written communication once a month from classroom teachers, administration, the Parent Teacher Association (PTA) and the Parent Coordinator. These pieces will focus on how to work with children at home and will also highlight what students are learning in school on their respective grade levels and in clubs. Parents will have an opportunity to respond to these communications in the “parent comment section”. • Parents will receive written notification regarding their child’s goal setting plan and will have an opportunity to address these goals with classroom teachers. • Parents will be invited to the school for instructionally based celebrations.

	<ul style="list-style-type: none"> • The Parent Coordinator will continue conducting parent ESL and citizenship classes • Utilize the Parent Coordinator as a strong home/school connection • Administration, the PTA and the Parent Coordinator will continue to offer parent workshops in Mathematics, Literacy, Homework, Middle School, Internet Education, and Dance. • We will host evening family events such as Family Fun Night, Someone Special Dances and Arts Festivals.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Parent Involvement funds as well as Translation and Interpretation funds will support our task for this year as they relate to parent involvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> By June 2011, there will be an increase in school/parent communication and participation in school wide activities as measured by the LES. Attendance records from classroom and school events will be reviewed monthly to monitor parent participation.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase achievement in Mathematics for all students including students in subgroups and students with disabilities in grades 3-5 through standards based driven instrucion. By June 2011, the percentage of students meeting and exceeding standards in grade 3-5 will increase by 3% in number and operation concepts, geometry, measurement and algebra as measured by the New York State Mathematics exam.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Classroom teachers will use unit, Predictive and Instructionally Targeted assessments to form small groups based on student needs. • Classroom teachers will provide an opportunity for review after careful analysis of each mathematics assessment before advancing to the next unit. • The Special Education Teacher will continue to expand the "push-in" model for Resource Room Services from September 2010-2011. • Each morning the students will apply mathematical reasoning and problem solving skills, working out a Math Problem of the Day and exercising their ability to explain their thought process. • Extended Day services will be devoted to small group instruction targeting specific areas in mathematics where students are in need of additional support to meet standards. • Members of the School Instructional Team will meet monthly to analyze the mathematics standards set forth in the CCSS in an effort to integrate them into our curriculum.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ We will continue to us Title I funding and New York State Tax Levy (NYSTL) to support tasks related to this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Teachers will maintain assessment binders and folders to collect assessment data. Unit tests, student work samples and data gathered from daily conferences will be reviewed weekly and lead to planning of effective instructional interventions for all students. Assessments such as Unit tests and the NYS standardized test will show a decrease in students performing at levels 1 and 2 and a 3% increase in students meeting benchmarks and performing at levels 3 and 4 by June 2011.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	1			
1	40	40	N/A	N/A				
2	30	30	N/A	N/A	2			
3	30	30	N/A	N/A	2		4	
4	51	36	40	40	6			
5	30	30	30	30	1			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> The Wilson Reading System is used with small groups of students after school. Great Leaps is used during the school day with small groups of students. A push-in reading teacher is used during reading workshop in grades K-3 to provide guided reading instruction and in grades 4 and 5 for small group strategy lessons. One-to-one instruction takes place during the day through the use of Reading Recovery and extended day services offer additional support in reading through small group instruction.
Mathematics:	<input type="checkbox"/> Targeted at-risk students are provided remediation during the school day using push-in/pull-out models in small group settings. Students are also provided with additional small group instruction two days a week after school.
Science:	<input type="checkbox"/> Small group instruction for at-risk students is provided by the Resource Room teacher, F status AIS teachers and funded reading teachers during the school day and during the 50 minute extended day program
Social Studies:	<input type="checkbox"/> Classroom teachers, AIS providers and ESL teachers provide small group instruction throughout the school day to students who have been identified as at-risk. Classroom libraries are filled with primary and secondary sources and technology is used as well
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group and individual counseling is provided to students during the school day. It is through this counseling that students have the opportunity to discuss their feelings, problems, solutions, and coping mechanisms. Journal writing, self-esteem and character building, and conflict resolution are activities that coincide with group and individual discussions
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A

<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Small group counseling is offered to at-risk students once a week during the school day. The Social Worker gives the students the opportunity to share their feelings and discuss problem/solution strategies.</p> <p><input type="checkbox"/></p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Adaptive Physical Education (APE), Occupational Therapy (OT), Physical Therapy (PT), and hearing services are provided to mandated students only. Speech is provided to mandated students as well as at-risk</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 22

Non-LEP 8

Number of Teachers 2

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

Our school population is composed of 485 students, of whom 85 are identified as English Language Learners (ELLs). P.S.112 provides instruction to English Language Learners using a combination of the "pull out" and "push in" models of instruction to 78 Kindergarten through fifth grade students. Approximately 15.5% of our students have been identified as ESL students and are currently serviced by two full time certified ESL teachers. Groups consist of 10-15 students with language proficiency levels ranging from Beginner to Advanced. Students are serviced five times a week once a day throughout the school year with our Beginner and Intermediate students receiving 360 minutes of instruction weekly, and our Advanced students receiving 180 minutes of service weekly. Academic language instruction is provided in English both in the ESL setting and in the students' individual classrooms. Students are grouped by language proficiency levels and by grade. Our current groups reflect 28 students in K, 16 in first grade, 10 in second grade, 18 in third grade, 8 in fourth grade, and 5 in fifth grade. The rationale for providing our students with an ESL program is based on Parent Selection Surveys that indicate this program as the parental program of choice.

Within our current instructional program, we are implementing a Balanced Literacy approach to the teaching of reading and writing, which includes a word study component. The curriculum is standards based, in line with NYS, NYC and English Language Learner (ELL) standards. Our program is aligned to school curriculum in each content area. The skills of listening, speaking, reading, and writing are included in our daily instruction. This approach incorporates large group, small group, and individualized instruction within a workshop model. Reading strategies are taught using shared reading, independent reading, and read aloud. We also use poetry to improve the listening, speaking, and phonemic awareness skills of our students. A scaffolding instructional approach aligned with the students' classroom reading, writing, social studies and science curriculum is used. In addition, Fundations and Words Their Way are programs used to support ELL students. Ongoing articulation and planning with classroom teachers ensures that an individualized approach is taken with all students.

P.S.112's Title III after school program will be held three times per week for a duration of 1.5 hours each session. A fully certified ESL teacher will service a total of 30 ELLs in grades 1-5.

To support our 3rd, 4th and 5th grade newcomer ELL students and former ELL students who scored a low 3 and below on the New York State English Language Arts test (ELA), we will have a Photography Club after school. The program will meet for three hours weekly servicing 21 students. The program will run from December 2009 to June 2010. It will be linked to students' social studies and math curriculum and will support the New York State reading, writing, listening and speaking standards. Students will "see" their world through the pictures they take while using verbal and written language to describe their photos and the photography process. The Photography Club will be run by a certified ESL teacher. Last year, two of our ELL Photography Club students were chosen as winners of the Bay Ridge Community Counsel for photography.

In addition to the weekly Photography Club meetings, the program will include three family Saturday trips a year correlated to curriculum areas. These trips will provide students and their families with cultural experiences, support socialization, and enhance English language acquisition. These outings will be opened to all families of ELL students.

To support our 1st and 2nd grade newcomer students, we will have a Reader's Theatre and Puppetry club. The program will meet for one hour weekly servicing ten students. This program will run from December 2009 to June 2010. It will be linked to students' reading and writing curriculum and support the New York State reading, writing, listening and speaking standards. Supplementary materials used to enhance these programs will be books, cameras, printers, photography paper and supplies and other manipulative materials. Children will read plays and stories in a variety of genre including fairy tales and folktales. Students will retell stories through art and puppetry. The instructional design will support aural/oral language development through content-based hands on activities, and the use of Total Physical Response (TPR).

Professional Development Program

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

□

At P.S. 112, the Title III professional development program will focus on providing teachers the opportunity to enhance their knowledge by developing the infusion of ESL strategies in content areas and differentiating instruction based on language proficiency and city wide core curriculum. Teachers will also receive staff development in analyzing data obtained from assessments such as the New York State English as a Second Language Achievement Test (NYSESLAT), ELA, Math, Social Studies, and Science Exams to drive instruction and refine teaching practices.

Based on this data, the Inquiry Team will develop the instructional strategies that will lead to the improvement of instruction for all students including ELLs.

Professional development at P.S. 112 is also provided by school staff, support personnel, and outside services. Within the schools' professional development program, the focus is on Word Study and Social Studies. Word Study includes phonemic awareness, letter sound relationship, spelling patterns, high frequency words and word structure. The Social Studies program is aimed at acquiring research skills, critical thinking skills, gathering and analyzing information and finally presenting the information to others.

- Teachers participate in balanced literacy staff development activities which focus on writing workshop and planning effectively using assessment tools supporting the NYC Performance Standards for all students.
- Teachers also participate in staff development that will facilitate implementation of the new NYSELAT revised assessment for English Language Learners.
- Staff development activities facilitate implementation of the Everyday Mathematics Program and Math Steps
- Teachers collaborate regularly supported by a program which includes: common preparation periods for all grades, two monthly grade conferences, professional development after-school workshops and June planning days.
- All teachers will participate in workshops on assessing student writing throughout the school year.
- Teachers will participate in Math Solutions training 6 times throughout the school year.

The ELL teachers will attend all workshops mentioned above including ELL training and technical support meetings.

In a continued effort to provide the best services possible to our ELL students, classroom teachers and staff members receive ongoing professional development in ESL methodology. Workshops will be provided by ESL teachers on:

- New York State ELL standards,
- Language acquisition levels and ELL identification,

- Placement procedures
- The transference of native language skills when learning a new language.

Articulation between ESL and classroom teachers ensures that our ELL students have continuity and scaffolding support in their instruction.

Substitute teachers will be hired enabling staff members to attend day long professional development activities and plan collaboratively on differentiated instruction for ELL students.

Section III. Title III Budget

School: **P.S 112**
 BEDS Code: **332000010112**

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) - Per session - Per diem	\$12,359.91	<input type="checkbox"/> 21 weeks x 4 hours per week = 80 hours x \$49.89 per hour = \$4,190.76 1 hour per week planning x 21 weeks = 21 hours x \$49.89 per hour = \$1,047.69 3 trips x 6 hours = 18 hours x 2 teachers = 36 hours x \$49.89 per hour = \$1,796.04 21 weeks x 4 hours per week = 84 hours x 1 supervisor = 84 hours x

		<p>\$52.21 per hour = \$4,385.64</p> <p>3 trips x 6 hours = 18 hours x 1 supervisor = 18 hours x \$52.21 per hour = \$939.78</p>
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$190.09	<input type="checkbox"/> Books, supplies and materials from vendors such as national Geographic, Lakeshore, Mondo and Newbridge
Educational Software (Object Code 199)	\$500.00	<input type="checkbox"/> Photoshop
Travel	\$1,950.00	<input type="checkbox"/> 1 bus x \$410.00 per bus = \$410 x 3 trips = \$1,230.00 30 students x an average of \$6.00 admission per person = \$180 x 3 trips = \$540.00 10 adults x an average of \$6.00 admission per person = \$60 x 3 trips = \$180
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school annually runs the Report of Student Ethnic Census (RSEC) ethnic survey report which reflects the percent of each language spoken within all of our classrooms. Home Language Identification Surveys are also reviewed. Teachers are given classroom surveys annually to assess the language needs of the parents of their students. Based on this information we create language charts that reflect the translation needs for each of our classrooms.

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

The major findings of our written translation and interpretation needs show that our most needed translations are in Cantonese and Spanish. The findings are reported to the school community through our translation needs chart.

Part B: Strategies and Activities

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

School communications are translated into all major languages spoken in our school to ensure that all parents are made part of our home-school communications. Translations are sent home at the same time (often on the back) as English notifications. Staff members and parent volunteers are available to translate school notices. Larger communications such as our P.S.112 Parent Handbook are translated through outside vendors or the Department of Education's translation unit.

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

□ During Parent Teacher Conferences, Chinese, English, Spanish, Russian, and Polish translators are on stand-by to assist with oral translation needs. The translators are centrally located and teachers can call to request their services within their classrooms. These translators are provided by outside contractors as well as in-house staff. During general parent/teacher, parent/principal or guidance meetings, in-house school staff are made available to parents.

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

□ There are numerous procedures in effect to ensure that limited and non English speaking parents receive all vital information pertaining to their child's education. Parent notices are translated and staff members assist with interpretation of parent conferences, meetings and workshops. In compliance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, parents will also be provided with written notification at the beginning of the school year of their rights to receive such services and instructions on how to obtain them. In addition, the notice for parents regarding language assistance services will be posted in English as well as each of the covered languages on our Parent Information bulletin board located near the primary entrance of the school. The 2010-2011 School Safety Plan will identify procedures to ensure that language barriers will not interfere with limited and non English speaking parents contacting the school's administrative office in case of emergency. In the event in which parents of more than 10% of the children speak a primary language nor a covered language, the school will contact the Translation and Interpretation Unit for assistance. Parents will also be informed of the availability of the Department of Education's website for further information.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$299,165.00	\$207,502.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,068.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,958.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,920.00	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

□

I. General Expectations

P.S.112 agrees to implement the following statutory requirements:

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S.112 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Action: The School Leadership Team will act as a consultative body for development of the school parental involvement plan.
2. P.S.112 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Action: The School Leadership Team will act as a consultative body to involve parents in the process of school review and improvement.
3. P.S.112 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Action: We will report to parents on their children's progress regularly, allow parents to have access to school personnel for conferences and allow for open access to the school to observe program activities. In addition, we will increase the number of parent workshops to offer support to parents in working with their children at home, include instructional information at PTA meetings to increase parent participation, and provide translators to facilitate communication.
4. P.S.112 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Action: Upon selection of students who will receive academic interventions, parents will be given the opportunity to observe a lesson between their child and teacher. This opportunity will allow parents to view first hand the kind of instruction their child will receive. They will be provided with instructional strategies that they can use at home with their child.
5. P.S.112 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

Action: A survey will be conducted to collect data from parents with regard to participation by parents in parental involvement activities offered throughout the school year. In addition, an evaluation of the effectiveness of our parental involvement policy will be included.

6. P.S.112 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Handbooks (in English and translated versions) that provide instructional information
 - Homework Help Ideas (in English and translated versions)
 - Resource Information (in English and translated versions)
 - Annual workshops on state assessments will be provided in addition to workshops held on ARIS and Acuity-Interim Testing Assessment (ITA) analysis. Curriculum Conferences will also inform parents of grade wide standards and curriculum components.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Action: Parents will receive monthly newsletters outlining the units of study. Dial-A-Teacher parent workshops are also provided to facilitate with daily homework. These methods will help parents in supporting their child's academic success.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Action: Our Parent Coordinator will meet regularly with staff members to communicate common parental concerns and provide strategies for effective and increased parental outreach efforts.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Action: A parent lending library will be established for literacy and mathematics. This will allow parents to borrow books related to their child's curriculum.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Action: All school communications to parents will be sent in English and translated versions and translators will be provided at all P.T.A. meetings.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

School Goals for Parental Involvement

- We will meet regularly with parents to explain school programs and activities. Meeting times will be varied to support parent attendance
- We will report to parents on their children's progress regularly
- Parents will have access to school personnel for conferences
- Parents will have open access to the school to observe program activities
- We will increase distribution of instructional resources for parents which may include handbooks, homework helper ideas, resource information, etc.
- Parents will maintain an active role on the school leadership team
- We will increase the number of parent workshops offered to parents to provide support for parents in working with their children at home
- We will provide translators at all P.T.A. meetings
- We will increase the use of translated correspondence to parents
- We will continue offering parent ESL classes

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at school leadership. This policy was adopted by the Lefferts Park School on 12/17/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2010.

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

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

□

School-Parent Compact :

P.S.112 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

P.S.112 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - We will provide high quality curriculum and instruction to all students using small group, large group, and individualized instruction in order to enable all students to meet the State's academic achievement standards.

2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent participation.

3. Provide parents with frequent additional reports on their children's progress. Specifically, the school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through Grow reports, Princeton Review, and informal teacher assessment.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are available by phone or by individualized appointments during daily preparation periods.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone or by individualized appointments.
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Parent Week, monthly assemblies and writing celebrations.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (P.S.112 being a SWP school services all students with Title I funds), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Annually provide to parents during September curriculum conferences information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

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

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Section IV: Needs Assessment

2. Schoolwide reform strategies that:

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

Academic Intervention Services based on ongoing teacher assessment, student performance and standardized assessment data is provided to meet the needs of all students who require additional instruction to meet the State standards in ELA, Mathematics, Science, and Social Studies. Guidance and at-risk support services are provided to assist students who are experiencing issues that impact on their ability to achieve academically. The intensity of the services provided vary based on the individual needs of students. All Grade 3-5 students performing at levels 1 and 2 and Early Childhood students deemed to be at risk, including English Language Learners, will receive appropriately targeted services. These services include Reading Recovery, Resource Room, AIS Reading, Speech, Great Leaps, After School AIS, Leveled Literacy, Foundations and Wilson. Students in need of additional instructional time are provided with after school opportunities in literacy, mathematics, science, social studies and English as a Second Language Services. To aid in the advancement for all students, we provide the opportunity for students to take part in additional academic experiences. These experiences are provided through a variety of clubs which include chess, tennis, science, technology, newspaper, art, band, violin, music and movement, chorus and Newcomers (photography and drama).

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - N/A
- o Help provide an enriched and accelerated curriculum.
 - N/A
- o Meet the educational needs of historically underserved populations.
 - N/A
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - N/A
- o Are consistent with and are designed to implement State and local improvement, if any.
 - N/A

3. Instruction by highly qualified staff.

All students at PS112 receive instruction from a highly qualified staff

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

Professional Development is coordinated by an Instructional Team, which includes the Principal, Assistant Principal, Reading Specialists, ESL and Classroom Teachers. Teachers are provided with planning days to work together to combine ideas for effective planning, the use of authentic assessment tools and to develop curricula and instructional materials. The professional development team meets regularly to reflect and refine school-based practices and update professional development plans. This team will continue to work on refining instructional strategies by working side by side with teachers in classrooms.

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

See Appendix IV

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

□ See Goal # 4

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

□ Early in June parents of preschool children are invited with their transitioning children to visit our school for an orientation day as well as a tour of their future classrooms. At this meeting, children and parents have an opportunity to meet the teachers, discuss curriculum and transition, and view classroom environments. In addition, newly arriving kindergarten students begin and end their day on a scattered schedule so that individual attention can be provided for arrival and dismissal routines. The first few days are spent allowing student to become accustomed to their new surroundings and daily routines

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

□

Teachers will collaborate regularly to review assessment data supported by a program which includes: common preparation periods, two monthly grade conferences, June planning days and weekly grade and cross grade meetings. The instructional team will meet regularly to develop and refine Professional Development activities that support the use of data driven instruction.

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

□

As each child moves through the grades at PS112, their writing portfolios travel with them. Each portfolio contains standards based writing pieces, including drafts, from the previous years. These are carefully reviewed early in September as are standardized test scores. This provides the initial foundation on which we base small group instruction. In addition, students are identified for academic intervention services based on ongoing teacher assessment. The intensity of the services provided varies based on the individual needs of students. Grades three through five students performing at levels one and two and early childhood students deemed to be at risk including ELL, will receive appropriately targeted services. These services include additional instructional time after school, Reading Recovery, At Risk Resource Room, AIS reading, Speech, Great Leaps and Wilson. Continuous ongoing assessment ensures that students are making adequate progress and are grouped and regrouped according to need.

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

□ This program enables students to learn the importance of eating a healthy and well-balanced breakfast each morning. The program emphasizes the importance of eating well-balanced meals and how they are a contributing factor to their academic success. Free breakfast is available to all students, which facilitates their participation in this program. Health and nutrition education is also provided to all students. The School Nurse visited all classrooms to discuss healthy eating options and provides lessons to students on health, nutrition and hygiene. The PTA invited guest speakers to one of their meetings to answer any parent concerns. Our adult education programs include instructional workshops given at PTA meetings by our literacy and math coaches in order to support parents understanding of our math and writing workshops. Our adult education programs also include English conversation classes, Citizenship Preparation, and Parents as Reading Partners classes.

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

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$251,299	True	Goals 1, 4, and 5
Title I, Part A (ARRA)	Federal	Yes			\$205,427	True	Goals 1, 4 and 5
Title II	Federal	Yes			\$111,019	True	Goals 1, 2, 3 and 5
Title III	Federal	Yes			\$15,000	True	Goal 4
IDEA	Federal	Yes			\$57,767	True	Goals 1 and 5
Tax Levy	Federal	Yes			\$2,389,172	True	Goals 1, 2 and 5

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
N/A
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_20K112_011411-095503.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 20	School Number 112	School Name Lefferts Park
Principal Louise Alfano		Assistant Principal Margaret Marascia	
Coach Mary Czado		Coach Margaret White	
Teacher/Subject Area Marinella Totino/ESL		Guidance Counselor Patricia Mulhall	
Teacher/Subject Area Iryna Baranova/ESL		Parent Robert Criscola	
Teacher/Subject Area Joanne Zaccaria/SETSS		Parent Coordinator Donna Matarese	
Related Service Provider Jennifer DiNublia		Other	
Network Leader Neal Opromalla		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	485	Total Number of ELLs	85	ELLs as Share of Total Student Population (%)	17.53%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

When the parent registers their child, the school secretary gives the parent a HLIS in the language that they speak. Two fully certified ESL teachers, Iryna Baranova or Marinella Totino, fluent in Italian, Spanish and Russian, hold the informal oral interviews in English and in their language for their initial screening.

Within ten days after admission, the students identified as non-English speakers are administered the LAB-R by the ESL teachers to determine eligibility. Students scoring at the Beginning, Intermediate, and Advanced levels are ELL. The Spanish LAB is administered to Spanish speaking ELLs. The parents of eligible ELL students are notified with entitlement letters.

The ESL teachers use the LAB-R, NYSESLAT Exam History Report and roster to set up groups by grade for testing. ELLs with IEPs are provided with testing modifications and are set up in groups accordingly. ESL teachers and other out-of-classroom teachers administer the NYSESLAT. Only ESL teachers administer the Speaking portion of the NYSESLAT.

P.S. 112 has an orientation meeting for the parents of our new ELLs where parents choose to have their child placed in one of the three educational program options, Transitional Bilingual Program, Dual language Program, or Free Standing ESL Program. The invitations are sent home in various languages. During the orientation, the programs' overviews are presented in parents' native languages by a translator. All the parents viewed the video and are given the opportunity to ask questions about the different programs available for their children.

Those parents that could not come for the orientation are given phone calls to schedule one-on-one meetings. All three programs are presented and they fill out the program selection forms. If the form is not returned, the student's Parent Selection will be marked Bilingual. Parent orientation for the students who come after the initial orientation will be scheduled throughout the school year.

Students will be placed in the appropriate placement according to the Parent Selection Survey. Bilingual classes will be formed when there are 15 or more students on two contiguous grades. However, if we do not have enough students to form a bilingual class, parents are informed of other schools that offer the programs they selected.

After reviewing the Parent Selection Surveys for the 2010-2011 school year, 25 parents out of 28 selected ESL programs for their children, and 3 preferred the Transitional Bilingual Program. During the 2009-2010, 23 parents selected ESL and 4 selected Transitional Bilingual. The trend indicates that parents prefer ESL programs over the other programs offered to ELLs. By offering the ESL program, we fully satisfy our parents' requests in serving their children's needs.

The original Parent Selection Surveys are placed in the child's cumulative folder, one copy is placed in the office and a second copy is on file in the ESL classrooms.

Annual assessments of ELL students take place in the spring with the administration of the NYSESLAT. Students scoring at Beginning, Intermediate, and Advanced levels continue their services. Students scoring at the Proficient level are considered non ELLs and enter the general education program with ongoing support.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<input type="checkbox"/>										
<input type="checkbox"/>										

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	6	1	5	3	1								25
Chinese	13	6	4	7	3	4								37
Russian	1	0	0	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu	2	1	1	2	1	0								7
Arabic	2	2	2	2	1	0								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	1	0	0	0								1
Punjabi	0	0	0	0	0	0								0
Polish	1	1	1	1	0	0								4
Albanian	0	0	0	1	0	0								1
Other														0
TOTAL	28	16	10	18	8	5	0	85						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

P.S. 112 follows a Push-in/Pull-out model of ESL instruction. On a daily basis, the students in each grade are serviced as follows: kindergarten-2 periods, first grade-2 periods, second grade-1 period, third grade 2 periods, fourth grade-2 periods, and fifth grade-1 period. Our ELL groups are heterogeneous however we homogeneously group the newcomers. In the push-in model, the ESL teachers push into the classroom during reading and writing and provide small group instructions for the ELL children. As per NYS CR 154, beginner and intermediate students receive 360 minutes per week and our advanced students receive 180 minutes per week. The ESL teachers are fluent in other languages that enable them to assist ELLs who share the same language and some materials in the students' native languages are available to support ELLs, such as dictionaries and books on tape.

Of the 85 students who make up our total ELL population, 70 are Newcomers, receiving 0-3 years of service and 8 of the 70 have special needs, 7 students are ELLs receiving 4-6 years of service and 3 of the 7 have special needs. 0 are classified as Long-Term ELLs.

Our students are from many ethnic backgrounds and speak a variety of languages. We have a total of 19 Spanish speaking students at our school, 5 in kindergarten, 3 in first and third grade, 4 in second grade, and 4 in fourth grade. We have 44 Chinese speaking students, 12 in kindergarten, 7 in first grade, 4 in second grade, 5 in third grade, 7 in fourth grade and 9 in fifth grade. We have one student who speaks Russian and he/she is in the first grade. There are 5 students who speak Urdu, 2 are in kindergarten and 1 student in grades two, three and five. There are 8 students who speak Arabic, 1 in kindergarten, 3 in first grade, 2 in second grade, and 1 student in grades three and four. There is 1 student in second grade who speaks Polish.

Our highly qualified ESL teachers use a scaffolding instructional approach which is aligned with the classroom reading, writing, social studies and science curriculum. Ongoing articulation and planning with the classroom teachers ensures an individual approach is taken with all students. Our ELL students have a wealth of library books and instructional materials in their ESL classrooms in all content areas which supports them in meeting standards in reading and writing. ESL strategies such as the use of visuals, hands-on manipulatives, Total Physical Response (TPR), repetition, graphic organizers, pictures, videos and computer programs are used to promote oral language development and to facilitate content area ESL instruction related to science, social studies and mathematics.

Within our current instructional program, we are implementing a Balanced Literacy approach to the teaching of reading and writing, which includes a word study component. The skills of listening, speaking, reading and writing are included in our daily instruction. This approach incorporates large group, small group and individualized instruction in reading and writing within a workshop model. In the teaching of reading, we use shared reading, independent reading, and read-aloud to teach reading strategies and comprehension. We also use poetry to improve the listening, speaking and phonemic awareness skills of our students.

The level of English proficiency varies among the ELLs at our school therefore, the need to differentiate instruction is prevalent. Students' level of English proficiency determines what type of instruction or additional support they will receive. For example, newcomers

are grouped homogeneously for the extended day program. The teachers use Foundations and Words Their Way to support vocabulary and language growth. The teachers use interactive read alouds, fiction as well as nonfiction, to foster listening and speaking skills and practice reading strategies such as retelling. Computer programs are also used such as Spelling City, Raz Kids and Discovery Education. After school support is also offered to students who receive service 4 to 6 years and those who reach proficiency on the NYSESLAT. This support is provided 2 days per week for 50 minutes a day to students by their own classroom teachers, truly making it an extended day model. Teachers use ongoing classroom assessment to identify students' needs which drives the lessons taught in extended day. These needs are addressed and supported in reading, writing and mathematics during this extended day after-school model. These students also receive AIS support during the school day. Some students receiving service 4 to 6 years also attend Photography Club to enhance their listening, reading, writing and speaking skills. Instruction for ELLs who are identified as students with disabilities is also differentiated. Students may receive additional support through Resource Room and AIS. Additionally, they are pulled for small group instruction and offered one on one support through conferences. At this time our school does not have SIFE or Long-Term ELL students.

Our school offers targeted interventions for ELA and Math as well as other content areas. AIS support is offered to students during the regular school day through small group instruction. Students who need additional support attend extended day services. Online computer programs that focus on reading, math and phonics such as Skills Tutor and Access Code are available for students who are struggling in those areas.

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

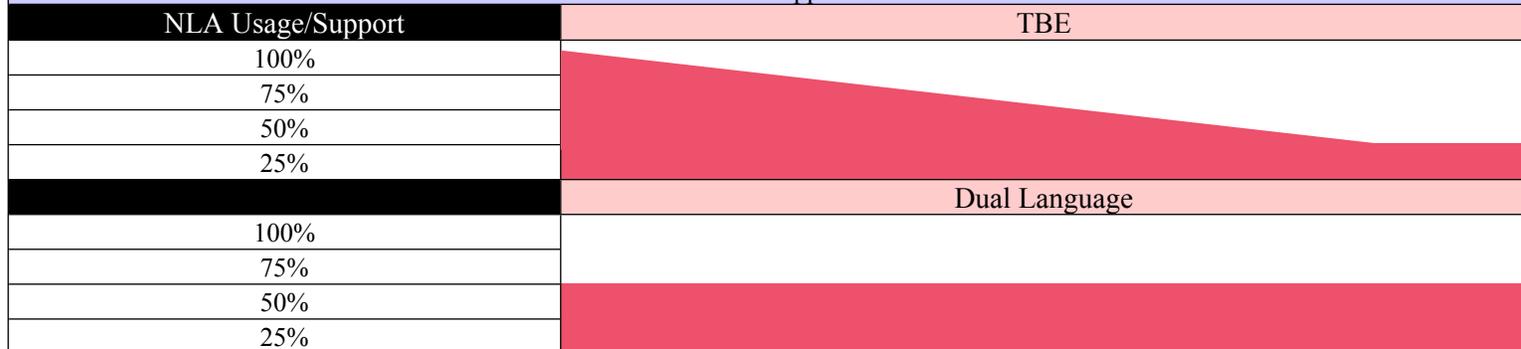
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

In the AIS Reading and Writing program students, including those with special needs, are serviced with an additional teachers who pushes in during their regular reading period. This reduces the teacher to student ratio and allows for individual and small group support based on the goals recommended in their IEPs. Small group lessons are planned to include all aspects of the ELA standards which include reading, writing, listening and speaking. Student services include Reading Recovery, Resource Room, AIS Reading, Speech, Great Leaps, Phonics Month-by-Month, Foundations, the Wilson Reading program, Words Their Way and Fountas and Pinnell Word Study Program.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT will be implemented through AIS Reading programs, extended day as well as providing test accommodations for 2 years after achieving proficiency.

In the upcoming school year, our school is using Foundations for kindergarten and Words Their Way for grades one through five to build phonemic awareness as well as vocabulary development. We are continuing with all existing programs and services for ELLs.

All of our ELL students have the opportunity to participate in a variety of extra-curricula activities and clubs. The students can choose from the following options: Sports Club, Tennis Club, Chess Club, Band, Chorus, Computer Club, Newspaper Club, Science Club,

Photography Club and Readers' Theater. Students complete an application for the club they'd like to join and ELL students are represented in all clubs. Photography Club and Readers' Theater are funded through Title III and offered to our ELL students. Students read and act out plays in Readers' Theater enhancing their speaking and reading skills. In Photography Club students follow directions and learn how to use a camera to take pictures. The students acquire vocabulary and language by describing and talking about their photos.

We are in the process of building our classroom libraries with native language books in different genres, dictionaries, glossaries, and software to help support our ELL population. Some of the computer programs we use are Spelling, City, Raz Kids and Discovery Education. These programs are used to support word study, reading and social studies research. The students will be able to use these materials to help them learn within their grade levels. The resources are of various levels appropriate for their grade level and age. The computer programs that are used for academic intervention are personalized to students' needs based on initial pretests.

The ESL teachers and Paras are fluent in other languages such as Italian, Spanish and Russian which enables them to offer native language support to those who share the same language. ELL students are also paired up with a buddy who speaks the same language in an effort to provide one on one assistance with tasks and instructions.

Newly arrived ELL students face unique challenges. As students join our school community as newcomers, we seek to provide them with immediate support. Newly arrived ELLs are assigned "a buddy" who speaks the same native language and can help them get acquainted with our school community. Within the first week of school "buddies" will give newcomers a tour of the school, building confidence in their new environment. Our international bulletin board also provides a list of students who can translate for the newcomers and their parents. Individualized and small group instruction is provided to newcomers using many visuals, TPR and hands-on activities. These individualized supports facilitate language acquisition for our newcomers.

During the month of June, P.S. 112 provides an orientation meeting for the parents of newly enrolled kindergarten children. Parents are informed about the academic programs and school policies. They have an opportunity to tour the school building and sit in their child's classroom to observe the activities offered to their children.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Staff Development is provided by ESL teachers for all staff, including teachers, administrators, paras, related service providers and parent coordinator on ELL identification and placement procedures. In a continued effort to provide the best services possible to our ELL students, classroom teachers and staff members receive ongoing professional development in ESL methodology. Workshops are provided by ESL teachers. They were given in the area of New York State ELL standards, language acquisition levels and ELL identification, placement procedures and the transference of native language skills when learning a new language. Workshops provided by the New York City Department of Education are also available to our teachers. Articulation between the ESL and classroom teachers ensures our ELL students have continuity and scaffolding support in their instruction. Teachers are provided with information on how to adapt the classroom instructional materials and incorporate ESL methodology and strategies to use with the ELL students. The 7.5 hours of ELL

training for the staff will be implemented as follows: 2 hours of ELL training at each of the Professional Development days on September 7th and November 2nd. The remaining 3.5 hours of ELL training will be provided through Professional Development during the school year. Attendance records, agendas and Professional Development Reflection and Implementation forms will be maintained by the Principal to assure that the required ELL training hours for all staff members are complete.

Staff development plans for ELL Training on September 7th and November 2nd are as follows:

- Stages of Second Language Acquisition
- Meeting the Standards
- Compliance
- Cultural Awareness
- Meeting the Needs of Newcomers and their Families
- Scaffolding
- Sheltered instructions

Professional Development dates for the 2010-2011 school year are as follows:

- Nonfiction Reading Strategies: 10/13/10, 11/10/10, 11/12/10, 12/6/10, 5/25/11
- Strategic Writing Conferences: 11/29/10, 11/30/10, 1/27/11, 1/28/11, 4/15/11, 5/20/11
- Skills Tutor for Academic Intervention: 10/25, 12/16/10
- Singapore Mathematics-Problem Solving Strategies: 11/5/10
- Math For All: 1/5/11, 2/8/11, 3/14/11, 4/11/11, 5/13/11

Our ELL teachers will also attend training, technical support meetings and workshops provided by the Department of Education. Teachers will be offered the opportunity to attend professional development workshops for example, QTELL training which is geared towards ESL strategies.

Our staff provides support to ELLs as they transition from elementary to middle school. We explain the process of applying to various schools, supply them with information in both English and their native language regarding entrance exams and take the students to visit their school of interest.

E. Parental Involvement

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

Paste response to questions 1-4 here

P.S. 112 strives to develop a close partnership with parents. We have an active Parent Teacher Association with ELL parents represented as board members. Through PTA meetings held both in the mornings and in the evenings, we provide workshops and orientations. Bilingual translators are available for ELL parents. Our ELL parents are involved in the School Leadership Team and become part of the decision making process of the school. P.S. 112 provides opportunities for parents to participate in school-wide family events such as Someone Special dances and Family Fun Night. During the 2010-2011 school year, parents will have the opportunity to attend a Saturday program that provides enrichment trips for the whole family. Parents and children will be accompanied by two ESL teachers as they participate in field trips to various New York museums and landmarks.

Because ELL parents speak languages other than English, P.S.112 uses the translated materials provided by the Office of English Language Learners and services offered by the Translation and Interpretation Unit including document translation and in school translation. We inform parents throughout the year in a number of ways including individual meetings, phone conversations, and informational packets. Our parent coordinator works closely with ESL teachers to coordinate school events for ESL parents and to deliver information in native languages in a timely manner. Parental involvement classes, ESL classes and citizenship classes for parents of ELL children are provided 3 times a week. Additionally, Cookshop For Families, a grant provided from the Food Bank of NYC allows the opportunity for families to

participate in learning about nutritional foods and healthy choices.

We evaluate the needs of the parents by looking at the HLIS, interviews, surveys to determine workshops they are interested in as well as having informal conversations with the ELL parents. Assessment of the above data helps us plan for ELL parental involvement activities that will support their needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	5	4	3	1	0								30
Intermediate(I)	0	10	3	6	4	3								26
Advanced (A)	11	1	3	9	3	2								29
Total	28	16	10	18	8	5	0	0	0	0	0	0	0	85

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	2	0	9
4	1	4	3	0	8
5	2	4	2	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	5	0	4	0	0	0	13
4	0	0	4	1	2	0	2	1	10
5	0	1	1	0	3	3	2	0	10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	3	0	4	1	0	0	10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	1	0	0	4	2	2	0	10
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

An examination of the data indicates that out of an ELL population of 85 students who took the NYSESLAT, 30 scored at the beginning level, 26 scored at the intermediate level and 29 students scored at the advanced level of English Language Proficiency.

In comparing and analyzing the NYSESLAT scores in the four modalities (listening, speaking, reading and writing) the patterns across proficiency levels show that students performed better in listening and speaking than reading and writing in grades 1, 2, 3, 4 and 5.

Therefore, in addition to the NYSESLAT, city, state and individual class assessments in the content areas are also reviewed.

scored at level 2, 6 scored at level 3 and 2 scored at level 4. Of the 6 students who scored a 3, 3 took the assessment in their native language.

Of the 10 ELL students who took the State Science test, 1 scored at level 1, 3 scored at level 2, 5 scored at level 3 and 1 scored at level 4. Of the 10 ELL students, took the assessment in their native language. 1 scored at level 1 and the other scored at level 3.

Of the 10 fifth grade ELL students who took the Social Studies Assessment, 2 scored at level 1, 0 scored at level, 6 scored at level 3 and 2 at level 4. Of the 10 students, 3 took the assessment in his/her native language, and 1 scored a level 1 and 2 scored at level 3.

In reviewing the above data, we will continue to encourage those students who are eligible to take the New York State Assessments in their native languages as all of those who took the test in their native language last year passed by scoring at level 2 or above.

Based on analysis of the 2010-2011 assessment data, our greatest areas of need for ELL students performing below grade level standards are found to be in English Language Arts and Social Studies. We will continue to analyze running records and group students according to their areas of concern. Additionally, ESL teachers will incorporate daily word study activities to strengthen vocabulary development. ESL teachers will offer additional support in Social Studies by using the school wide curriculum map to incorporate the units of study in the ESL program.

Our school uses ECLAS 2 and Fountas and Pinnell to assess early literacy skills for our ELLs. The results of these assessments indicate that our ELL student population lack skills in spelling and decoding as well as vocabulary usage and their knowledge of sight words. With this information available to us, we are able to determine the areas of need for our students and address those needs with instructional programs that will build their skill knowledge. Our school has integrated the Words Their Way program into the school curriculum in order to provide a scaffolded approach to learning new words and spelling patterns. Reading aloud to the students provides an additional venue for hearing and learning new vocabulary words. The Fountas and Pinnell reading assessments indicate the comprehension, decoding, and reading fluency levels of our students. With this information, reading strategy lessons are developed to address the needs of the students to move them to higher reading levels.

Data patterns of the NYSESLAT modalities indicate that students perform proficiently in Listening and Speaking. However, the Reading and Writing modalities indicate that students are achieving at a lower level. In light of this data, our instructional decisions will be driven to immerse ELL students in strategies for enhancing reading and writing skills. We will continue to use the different types of reading components of the Balanced Literacy Program such as Shared Reading, Independent Reading and Read A-loud to teach strategies and improve reading comprehension. To facilitate the writing process for ELL students the following strategies will be used: vocabulary building, activating background knowledge, modeling, graphic organizers and discussions.

P.S. 112 is a data driven school. We are continuously collecting and analyzing data in all subject areas to differentiate our instruction for all our students, including ELLs. We will continue to use data on a regular basis, including the results of the NYSESLAT to help us evaluate the success of our programs and to ensure that the needs of our entire ELL population are being met.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 112 Lefferts Park					
District:	20	DBN:	20K112	School		332000010112

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.6	95.3	96.1
Kindergarten	66	86	78				
Grade 1	73	65	81	Student Stability - % of Enrollment:			
Grade 2	95	73	64	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	79	91	81		95.6	91.8	95.0
Grade 4	64	78	95				
Grade 5	69	69	82	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		65.9	82.8	82.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	1
Grade 12	0	0	0				
Ungraded	0	6	11	Recent Immigrants - Total Number:			
Total	446	468	492	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	5	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	11	11	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	8	18	Superintendent Suspensions	0	0	0
Number all others	26	30	30				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	77	76	TBD
# ELLs with IEPs	0	6	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	31	32	32
Number of Administrators and Other Professionals	3	4	5
Number of Educational Paraprofessionals	1	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	93.8	97.3
				% more than 2 years teaching in this school	83.9	71.9	84.4
				% more than 5 years teaching anywhere	64.5	71.9	78.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	84.0	93.8
American Indian or Alaska Native	0.0	0.4	0.2	% core classes taught by "highly qualified" teachers	100.0	97.8	97.7
Black or African American	0.4	0.6	1.2				
Hispanic or Latino	21.7	22.0	24.8				
Asian or Native Hawaiian/Other Pacific	49.6	50.4	47.8				
White	28.0	25.9	26.0				
Male	49.3	50.0	49.0				
Female	50.7	50.0	51.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf