



**PS 112
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (04/ MANHATTAN/ 04M112)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 112 SCHOOL NAME: Jose Celso Barbosa School

SCHOOL ADDRESS: 535 East 119th Street, New York, New York 10035

SCHOOL TELEPHONE: 212-860-5868 FAX: 212-860-6077

SCHOOL CONTACT PERSON: Eileen Reiter EMAIL ADDRESS: ereiter@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Heather Bliss

PRINCIPAL: Eileen Reiter

UFT CHAPTER LEADER: Dana Wattenberg

PARENTS' ASSOCIATION PRESIDENT: Karen Ortiz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 04 CHILDREN FIRST NETWORK (CFN): CFN #203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Luz Cortazzo

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
Eileen Reiter	*Principal or Designee	
Dana Wattenberg	*UFT Chapter Chairperson or Designee	
Karen Rodriguez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heather Bliss	Member/Chairperson	
	Member/Teacher	
Renee Sillart	Member/Teacher	
Elaine Funches	Member/Para Professionals	
	Member/Teachers	
Miquel Cisneros	Member/Parent	
Adrienne Todd	Member/Parent	
Eugenia Page	Member/Parent	
Elaine Peguero	Member/Parent	

Cynthia Cherry	Member/Parent	
Jessica Cisneros	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Vision

We see our school as a warm nurturing and friendly community of learners where all members of the staff, students and parents support and accept each other, and meet the needs of individuals. It is the hope that all members of our community will become life long learners, be flexible, embrace change and become active participants in our school and society.

Mission

The staff and administrators of our school believe that every student should be given the opportunity to maximize his/her ability to learn. We recognize that education is fostered through cooperation among the teacher, student, parent, and community. To this task, we commit ourselves to build an educational atmosphere for learning, which will provide our students the opportunity to develop, intellectually, emotionally, physically and socially in order to become future productive members of society.

The school is recognized by the New York State Department of Education as an "Outstanding Early Childhood School" and a "High Performing Gap Closing School." The NYCDOE selected the school as a Collaborative Community of Practice School. PS 112 received the Rozelle Award from the National Center for Learning Disabilities for addressing the educational, emotional needs of all children. PS 112 is a Professional Development School in Collaboration with Hunter College. PS 112 is an exemplary site for Columbia University Teachers College Reading Writing Project. PS 112 received a "WELL DEVELOPED" on the 2006-2007; 2007-2008 and 2008-2009 Quality Reviews. PS 112 was recognized by the New York State Department of Education, for a S3TAIR (Supporting Successful Strategies to Achieve Improved Results) grant for "Effective Practices in Special Education Instruction: "Collaborative data based decision making for instruction." PS 112 received an award from the National Association for the Education of Young Children for our a "Quality Early Childhood Program.

PS 112 serves a diverse population including students with disabilities and English language learners. PS 112 has an academically rigorous program. There is a strong focus on literacy and mathematics and content area instruction that meets the needs of diverse learners. The school has high expectations for both the students and the teachers. High quality professional development for teachers supports instruction, which impacts on high student achievement. We focus on creating a community of learners by implementing best practices in literacy, mathematics and content area instruction and professional learning.

PS 112 offers the following enrichment opportunities for our students:

Arts program

- *Music and the Brain*
- *Visual arts program-Studio In A School*

- *Dance.*

Technology Instruction:

- *A brand new state of the art technology lab/ all classrooms have new Mac computers/printers,*
- *SmartBoards in every classroom*
- *All second graders will have a laptop.*
- *Video Conferencing with students in China and other countries, NASA, zoos, students in other schools, museums. We collaborate with Trillium Learning and will be videoconferencing with China throughout the year*
- *Renzulli Learning Enrichment web based program*
- *Award Reading Program*

Other Enrichment Programs

Library Media Center

Growing Up Healthy Program

Science Enrichment Program

After School OST Enrichment Program in partnership with Stanley Isaacs

City Year Program

Inner Resilience Program

Asphalt Green Enhanced Recess Program

Wellness In Schools Program

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 112 Jose Celso Barbosa								
District:	4	DBN:	04M112	School BEDS Code:	310400010112				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3		7		11		
	K	√	4		8		12		
	1	√	5		9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	28	36				TBD		
Kindergarten	88	104	92	Student Stability - % of Enrollment:					
Grade 1	108	94	105	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	104	111	89		91.3	94.7	TBD		
Grade 3	1	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		85.8	85.8	93.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		8	17	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	1	0		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	6	0	6	(As of October 31)	2007-08	2008-09	2009-10		
Total	342	337	328						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	24	27	26	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	46	47	47	Superintendent Suspensions	1	0	TBD		
Number all others	28	28	18	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	48	45	48	Number of Teachers	51	54	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	34	25	21						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	28	Number of Administrators and Other Professionals	14	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.6	75.9	TBD
				% more than 5 years teaching anywhere	62.7	61.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	96.0	94.0	TBD
American Indian or Alaska Native	1.8	2.4	3.0		100.0	100.0	TBD
Black or African American	32.8	31.5	27.7				
Hispanic or Latino	59.9	59.6	57.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.8	3.4				
White	4.4	3.0	4.6				
Male	55.3	57.9	57.0				
Female	44.7	42.1	43.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	√sh	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	-					
Student groups making AYP in each subject	5	1					
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:	W		
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment: <i>(Comprises 15% of the Overall Score)</i>				Quality Statement 2: Plan and Set Goals	W		
School Performance: <i>(Comprises 25% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
Student Progress: <i>(Comprises 60% of the Overall Score)</i>				Quality Statement 4: Align Capacity Building to Goals	W		
Additional Credit:				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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 school's 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?
-

Accomplishments

Over the last few years PS 112 has been recognized by the New York State Department of Education as an Outstanding Early Childhood and a High performing Gap Closing School. It has been recognized by the New York City Department of Education to be a Collaborative Community of Practice School/Mentor School for the best practices in early childhood, literacy and math. PS 112 was selected to be an exemplary site for Columbia University Teachers College Reading/Writing Project. PS 112 received the national Pete and Carrie Rozelle Award from the National Center for Learning Disabilities. "This award is given to a school that addresses the educational and social/emotional needs of all children, including those with learning disabilities. The award is given to schools that tap the expertise of both general and special education personnel, maintains high expectations for all its learners, carefully monitors student progress in frequent intervals and makes instructional decisions for individual students based on current data. The school identifies and serves students who are "at risk" before they experience frustration and failure. PS 112 was recognized by Region 9 as an outstanding Early Childhood School. The Pre-K Program was also recognized as outstanding by Region 9. In July 2009, PS 112 was recognized by the New York State Department of Education VESID Grant for " the successful validation of the effective practice of data-based decision making for effective special education instruction and the ASD Nest Program inclusive collaborative team teaching model for students with Asperger Syndrome." With this distinction, our practice will be included in the online Statewide Clearinghouse for effective practices in special education to serve as a model for schools and districts across the State. PS 112 received "Well developed" in all areas on the 2006-2007 Quality Review. On the 2007-2008 Quality Review, PS 112 received "Well Developed" in three out of the five Quality Statements and Outstanding on two of Quality Review Statements. In 2008-2009, PS 112 received a "Well Developed" on the Quality Review that took place in October 2008. PS 112's inquiry team was selected as a model by the NYCDOE. PS 112 was recognized and received an award from the National Association for the Education of Young Children for our quality education program.

Significant Aids to Continuous Improvement

- *Teachers collect information from a variety of ongoing assessments to promote academic achievement for all students to determine what students know and are able to do. We use a range of assessment strategies to implement and monitor individualized student learning goals including IEP goals for students with disabilities. Data is used to inform instruction, differentiate instruction and target the specific needs of students to improve student achievement. Data is used to modify instructional plans and to adjust student learning as needed and to meet the individual needs of students and establish benchmarks.*
- *Among our most significant aids towards continuous improvement is targeting “at risk” students early with the support of three Reading Recovery teachers, a bilingual SETSS teacher who works with mandated and “at risk” students. These teachers also support classroom teachers to help them learn a variety of intervention strategies to further support the “at risk” students in their classrooms.*
- *Strong Academic Intervention Program for “at risk” students. Our Academic Intervention Team meets monthly to discuss data gathered from Reading 3D/ TCRWP Assessments; NYSESLAT, Observation Surveys in reading Math data and student work products. We monitor every child’s progress monthly. The interventions provided are small group guided reading “push ins” by the Reading Recovery teachers into first grade classrooms, one on one reading instruction by the Reading Recovery teachers, “at risk” SETSS, ESL instruction, fluency instruction by classroom teachers and an intervention teacher, small group differentiated instruction by the classroom teacher. All interventions are monitored by the academic intervention team to determine the effectiveness of the intervention.*
- *We plan critically the use of time to maximize student learning. Again this year, the teachers voted to increase the daily 37.5 minutes to three days a week of intensive intervention for 50 minutes for our extended day program. Beginning November 1, 2010, the extended day program will be two days a week for 50 minutes. We consistently monitor the effectiveness of the interventions each child is receiving during the extended day program. During the extended day program, every “at risk” student is provided with a targeted intervention to meet his/her specific needs. Teachers work with no more than three students in the extended day program.*
- *PS 112 has a strong arts program that integrates literacy and content area inquiry based instruction.*
- *PS 112 has implemented inquiry based learning in science, social studies and math.*

Significant Barriers To Continuous Improvement

- *The most significant barrier to the school’s continuous improvement is the lack of **time** in order to be able to provide more extensive opportunities for professional development.*
- ***Time** is also a factor in being able to provide additional enrichment opportunities for our students. PS 112 has a music teacher, a dance teacher and we have added a fourth day for our visual arts program. We continue to explore ways to offer students more time for the arts. We have technology, science, library, and growing up healthy specialty teachers. We continuously explore ways in which we can creatively use our specialty teachers to provide more enrichment opportunities during the school day as well as during the extended day program.*

Based on Teachers College Reading Writing Project Assessment Data for 2009-2010, the New York State ELA and Math third grade assessments, NYSESLAT Assessment and our large number of students with disabilities and English Language learners, we need to continue to provide both intervention and enrichment strategies to ensure that the students’ needs are met and enhanced. In

2010-2011 we will continue to enhance instruction in deepening oral language, vocabulary development and comprehension skills and strategies.

Teachers identified the need for professional development to deepen their knowledge in reading and writing and mathematics instruction in order to improve student outcomes. The teachers identified the need for professional development in the new Common Core Standards in literacy and math. The teachers need to examine the Common Core Standards and align them with the curriculum, instruction and assessments. Teachers stated that they need to continue to extend and deepen their knowledge in the use of technology to support students to become independent learners and enabling teachers to reflect on their practice and continue to take innovative approaches to teaching and learning.

Based on the Teachers College Benchmark Assessments, the 2010 third grade ELA and Math Assessments, the NYSESLAT data, it is evident that we must continue to provide targeted interventions to all of our “at risk” students. PS 112 has a large number of students with disabilities and English language learners who have been identified as “at risk.” These students need to continue to participate in our extended day program and be provided with targeted intervention and small group differentiated instruction during the school day.

The need to increase Parent Involvement is key to improving student outcomes. Parents need to be key stakeholders in their child’s education. While we have a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home school communication and the engagement of parents. We need to continue to increase the engagement of more parents in school decision making process.

Inquiry Team Findings and Implications for Instruction:

During our June 2010, planning day, the inquiry teams presented to our staff the final findings from each grade level team. In 2009-2010, the school focused on social studies, science and math inquiry.

Our Question was: *How to enhance oral language development, vocabulary and deepen comprehension in the content areas with English Language Learners and Students with Disabilities?*

The following are the reasons why the teams continued to research inquiry based learning:

- *Learning through a hands on constructivist approach helps students gather what they already know and deepen that knowledge.*
- *It leads to meaningful reading and writing. It encourages working in teams, communication skills and critical thinking.*
- *Student engagement increased.*
- *Students conversed more freely and participated more, leading to more practice in learning.*
- *Best learning is where we encourage, develop and incorporate practices in the classrooms through inquiry based learning through the content areas.*
- *More emphasis on project based learning for all students.*
- *Intellectual curiosity increased.*

Findings

- *There was higher student engagement*
- *More student participation and questioning in small groups and partnerships*
- *Greater motivation to read and write across content areas.*
- *Reading comprehension improved as a result of inquiry based learning. We have more students achieving and exceeding the end of year grade level benchmarks.*

- *Intellectual curiosity increased.*

Attendance:

We continue to strive to improve our attendance.

We will have an attendance committee to monitor the effectiveness of our attendance plan.

- *The school will use "School Messenger" to call parents daily when their child is absent. The program will provide daily, weekly, and monthly printouts of absences and lateness.*
- *The school will meet with parents/guardians to discuss absences and develop a plan with each family to improve attendance.*
- *Monthly attendance celebrations for parents and students who have 100% attendance.*
- *Awards and certificates will be given to students with 100% attendance.*
- *There will be a perfect attendance bulletin board to celebrate students with perfect attendance each month.*
- *We will monitor attendance rates daily and give each class a certificate on the days the class has perfect attendance. The class with the best attendance will be provided with a certificate at the end of the month.*
- *There will be an end of year celebration for students and their parents that have had perfect attendance for the year.*

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.

Goal #1: By June 2011, 90% of the teachers will participate in professional collaborations on grade levels and across grade level teams using an inquiry approach that promotes shared leadership and focuses on improved student outcomes.

Description of Goal

Teachers identified the need for professional development to deepen their knowledge in reading and writing and mathematics instruction in order to improve student outcomes. The teachers identified the need for professional development in the new Common Core Standards in literacy and math. The teachers need to examine the Common Core Standards and align them with the curriculum, instruction and assessments. Teachers stated that they need to continue to extend and deepen their knowledge in the use of technology to support students to become independent learners and enabling teachers to reflect on their practice and continue to take innovative approaches to teaching and learning.

PS 112 has a strategic professional development plan for the 2010-2011 school year. The plan includes academic goals, academic standards, high expectations for students and instructional objectives Pre-K-2 and an assessment strategy. The goal is to ensure that teacher pedagogy is developed from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the curriculum, engaging and differentiated to enable all students to produce meaningful work products. Teachers need to be engaged in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. The focus of the professional development will be to deepen the teachers knowledge in the teaching of reading and writing instruction; to provide professional development on the Common Core Standards in literacy and math; deepening the use of technology as an instructional tool, deepening the teacher's knowledge in mathematics instruction.

Goal #2: By June 2011, 90% of the "at risk" students will be provided with a targeted intervention to meet their specific needs in reading and mathematics.

Description of the Goal

Early identification of low performing students is key to ensuring that all students achieve at high levels and make progress across content areas. PS 112 has a large population of students with disabilities and English Language learners. Presently, PS 112 has 13 special education classes (6 Asperger Syndrome Disorder CTT class, 4 CTT (one of which is a bilingual CTT class) and 3 self contained classes as well as other students who receive related services. PS 112 has 3 bilingual classes, one on each grade.

Goal#3: By June 2011, there will be improved home school communication and increased parent engagement as measured by the results of the Learning Environment Survey by 1%.

Description of the Goal

The need to increase Parent Involvement is key to improving student outcomes. Parents need to be key stakeholders in their child's education. While we have a significant amount of parents involved in school activities, we continue to strive for

greater participation of parents. We need to continue to improve home school communication and the engagement of parents. We need to continue to increase the engagement of more parents in school decision making process.

Parents are key partners in their child's education. We want to continue to improve home school communication and engagement. We want to engage more parents in decision-making, and promote active involvement in the school community.

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 (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Goal #1 By June 2011, 90% of the teachers will have participated in professional collaborations on grade level/across grade level teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</i></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>Professional learning is embedded within the school day as well as before and after school hours. Professional development will include reflection, discussions about practices, teachers using data to inform and differentiate instruction to target the specific needs of each student. Every week, teachers will meet on and or across grade levels and participate in a variety of professional development and collaborative planning: looking at student work and data collaboratively to determine next learning goals for the grade, their classroom and for individual students. Teachers will be provided with the opportunity to participate in a variety of study groups based on their identified needs, their professional goals. Teachers will continue to deepen their knowledge in literacy, math, technology and inquiry based learning in science and social studies.</p> <p><u>INQUIRY TEAMS (September 2010-June 2011)</u> There will three inquiry teams that will be studying and working with our most “at risk” students, English Language learners and Students with Disabilities. PS 112 will have grade level inquiry teams that will meet at least twice a month. Each teacher will study three “at risk” students from their classroom throughout the year.</p> <ul style="list-style-type: none"> • KINDERGARTEN: The teachers will focus on each student’s learning and how to differentiate and adjust their instruction in order to meet their specific learning needs. This year the focus question is: How does inquiry base learning across content areas deepen oral language and vocabulary development and is reflected on reading and writing comprehension? • FIRST GRADE: This year the teachers on this grade will focus on -How does word study affect reading comprehension and writing? • SECOND GRDADE inquiry team work will focus on how does reading Informational texts and informational writing support and enrich comprehension, develop vocabulary and oral language across content areas?

- All teams will be analyzing their findings in relation to the Common Core Standards to ensure that our goal of deepening comprehension is being met. (October 2010-June 2011)
 - Kindergarten teachers will focus on using informational texts and informational writing in the area of science to develop reading comprehension, oral language development and vocabulary development and the implications for teacher practice and improved student outcomes.
 - First grade teachers will focus on word study and how it impacts on comprehension, oral language development and vocabulary development...
 - Second grade teacher's inquiry work will be to study how informational text and informational writing deepens comprehension (September 2110- June 2011).
 - The inquiry teams will be measuring the progress of the identified students by analyzing their inquiry based projects, inquiry journals, using an oral language continuum, videos, digital photographs, student presentations, multimedia projects, student self assessments as well as Reading 3D, TCRWP Assessments, student work in math and low inference transcripts. (September 2009-2010)
 - The inquiry teams will meet to discuss the identified students' progress, to analyze the above formative assessment data in depth and discuss their findings to determine next learning goals for the students the team is working with and the implications for instruction. (September 22009-June 2010)
 - The teams will report their findings to the staff along with the implications for instruction regularly. Funded with Inquiry Team funds (December 2010; February 2011; April 2011; June 2011)
 - There will be a fourth inquiry team , a vertical team, that will meet with a representative from each of the grade level inquiry teams to analyze data, student work and student learning across the grades as well as how to adjust professional development , to align the Common Core Standards, adjust instruction to best suit the needs of the students that the classroom teachers are focusing their inquiry on. (October 2010-June 2011)
 - We will be using an inquiry approach that will enhance all areas of the curriculum.

Responsible staff: Principal, Assistant Principal, all classroom teachers, all specialty teachers, literacy and math coaches, ESL teacher, SETSS teacher, literacy and math coaches, Reading Recovery teachers)

Funding: Fair Student Funding, Inquiry Team funds, Title 1 AARA funds, Contract 4 Excellence funds, Title 1SWP funding, Common Core Standards funds, Inquiry team funding, TL funds, C4E funds

LITERACY

Because PS 112 is an early childhood school, standardized tests are not administered. However, we monitor student reading and math progress monthly. In analyzing the data, it is evident that we need to continue to deepen our work on developing comprehension skills, vocabulary development, listening skills and to continue to provide students with opportunities to deepen their conversations about texts and continue to use writing to support reading. We need to continue to deepen teacher's knowledge in all components of balanced literacy. The focus of this year's work will be for teachers to develop more strategies to deepen comprehension for all students

The following data will be used to identify the needs of all of the students and teachers to identify areas for literacy professional development.

- Analyzing sub group data from the Teachers College Reading Writing Project Assessments (ELLS, Students with Disabilities, Black, Hispanic) to understand trends, patterns in student learning, to set goals, plan, monitor and modify instruction and to purposefully align school goals with curricula and reflect the school's beliefs about how students learn best. (October 2010; January 2011; June 2011)
- Teachers College Reading/Writing Project Benchmark Assessments (October 2010; January 2011; June 2011)
- Analysis of the Early Childhood Progress Report.
- Analysis of the 2010-2011 3rd Grade ELA Assessment by sub groups to determine trends, patterns and gaps. PS 112 will analyze the item analysis to the questions on the ELA test to identify trends and patterns and implications for instruction at PS 112 to improve student outcomes.(November 2010)
- Analysis of the NYSESLAT to differentiate instruction and provide targeted instruction to our Ells. (September 2010)
- Writing samples will be analyzed to determine next learning goals for students. (at the end of each unit of study) September 2010 through May 2011)
- Monthly Independent Reading Reports (Monthly-September 2010-June 2011)
- Student projects (September 2010-June 2011)
- Formal and Informal Observations- Specific feedback to teachers that is timely and focused will be provided. (September 2010-May 2011)
- Focused literacy walkthroughs (September 2010-June 2011)
- This year PS 112 will be piloting the Work Sampling Assessment in collaboration with the Office of Early Childhood. Teachers will be provided with training throughout the year. We will analyze the results of the assessment. The teachers who are piloting the Work Sampling Assessment will be sharing this assessment with their colleagues on their grade level. (September 2010-June 2011.)

This data will be used to understand trends and patterns in student learning, to set goals, plan, monitor and modify instruction as needed.

TEACHERS COLLEGE READING WRITING PROJECT PROFESSIONAL DEVELOPMENT (Title 1 SWP funding)

- Teachers will participate in professional development with a TCRWP staff developer (19 days) to continue to deepen their knowledge in teaching reading and writing. The days when the staff developer is at PS 112, she will meet with each grade level for 90 minutes (45 minutes in a lab site and 45 minutes in grade level meetings. The staff developer will do “push ins” with individual teachers. She will meet with the literacy cabinet as well as the literacy grade leaders, the principal, assistant principal and the literacy coach. The literacy grade leaders, literacy coach, principal and assistant principal will conduct focused walkthroughs with the TCRWP staff developer. (Title 1 funds will be used to fund the TC Staff developer) (September 2010-May 2011)
- All classroom teachers, the ESL, SETSS and reading Recovery teachers will participate in professional development with the TCRWP staff developer. This year we will study the ways to deepen comprehension and how writing supports comprehension and will be aligning this work with the CCS.
- Teachers will be provided with the opportunity to attend Calendar Days professional development to deepen their knowledge in the teaching of reading and writing and the units of study. The teachers that

attend the Calendar Days will turnkey and share what they learned with their colleagues on their grade level. (September 2010-May 2011)

- Substitutes for teachers attending the Calendar Days will be provided. Substitutes will be hired to cover classes when the TC Staff developer. Title 1 and Fair Student Funding will be used to hire the substitutes. (September 2010-May 2011)
- The principal and assistant principal will participate in a TCRWP study group (October 2010-May 2011)
- The literacy coach will participate in a TCRWP study group. (October 2010-June 2011)
- The ESL and Special Education teachers attend TCRWP Calendar Days. (October 2010-April 2011)
- The literacy coach supports the TCRWP Reading/Writing Project work. (September 2010-June 2011)
- Literacy Common Core Standards: This year, we will study the CCS and begin to align these standards to the curriculum, instruction and assessment with the Teachers College Reading Writing Project Units of Study in reading and writing. The teachers will create assessment tasks which correlate to the Common Core Standards. We will study the implications for curriculum and instruction. How are the TCRWP units of study and assessments aligned to the CCS? What are the implications for instruction? For teacher practice? Teachers will analyze student work to identify if the tasks correlate to the CCS and determine next teaching steps based on assessment data. The literacy grade leaders, the literacy coach and the principal and AP will attend professional development throughout the year at the TCRWP on the CCS. The literacy leaders and the literacy coach will turnkey the information to the teachers. (September 2010-May 2011)

OTHER~PROFESSIONAL OPPORTUNITIES

- Grade level discussion/meetings with literacy coach, principal and assistant principal (September 2010-June 2011)
- In class modeling and coaching for both novice and experienced teachers with literacy coach. (September 2010 –June 2011)
- The literacy coach will facilitate the development of teacher leaders in literacy. The grade level literacy leaders will support their colleagues. (October 2010-June 2011)
- There will be an ELL study group based on the identified needs and interests of the teachers. December 2010-March 2011) (Title III funds)
- The Network ELL NISS will conduct professional development for all teachers to support them in developing techniques and strategies that will support English Language learners in their classrooms. (October 2010-April 2011)
- Lunch and learns on various topics identified by teachers and or the administration. (October 2010-2011)
- The literacy coach will facilitate collaborative planning on grade levels (Monthly-September 2010-June 2011)
- Professional books and articles will be provided to teachers to study and discuss to anchor our work and deepen teacher knowledge in literacy. (September 2010-2011)

Responsible staff: classroom teachers, ESL teacher, literacy coach, principal, assistant principal, SETSS teacher, TCRWP staff Developer, Network

Funding: The literacy coach will be funded with Title 1 funds and Contract 4 Excellence funds., Fair Student

Funding, Title 1 funding SWP, Title III Funds,, TL funds

MATH

- The math coach will continue to work with individual teachers and will facilitate grade level meetings to discuss mathematical content, implementing the components of the Everyday Math program and pedagogy.
- The work will include lesson study, teacher inquiry in students' mathematical problem solving strategies using Exemplars, acquisition of number sense, relating mathematics to real life, meaningful problems and creating structures that emphasize in depth mathematical thinking, connecting activities and investigations to each other so that they are not isolated events, strategies for computation, creating an environment that supports mathematical literacy(i.e. room arrangement, community building, accountable `talk and writing about math.
- This year the work will include examining the Common Core Standards and the alignment with the curriculum, instruction and assessment. We will unpack the CCS and their alignment to the Everyday Math and Investigations. Teachers will analyze student work and end of unit assessments and ECAM results to determine next teaching steps. We will study what the mathematical classroom needs to look like and the implications for teacher practice using the CCS.
- The math grade leaders and the math coach will attend professional development with Lucy West and the TCRWP on the Common Core Standards and will turnkey what they have learned to the rest of the classroom teachers. (September 2010-May 2011)
- The math coach will support the development of the math grade leaders October 2010-June 2011)
- The math coach will facilitate collaborative grade level planning and professional development in math. (September 2010-June 2011)
- The math coach will facilitate math study groups (October 2010-March 2011)
- Teachers will participate in teacher inquiry using Investigations/problem solving strategies.(September 2010 –June 2011)
- The math coach will provide in class coaching and modeling for both novice and experienced teachers. September 2010-June 2011)
- Teachers will participate in Math In the City professional development (Title 1 funds will be used to fund Math In the City) October 2010-May 2011)
- The principal and math coach will participate in Math in The City study groups. (October 2010-May 2011)
- The teachers will be provided with professional development to deepen their ability to analyze the math data and look at student work collaboratively to differentiate instruction and target the specific needs of students and to document problem solving strategies. (September 2010-June 2011)
- The Network Math NSS will provide professional development to teachers throughout the year. (October 2010- May 2011)
- This year PS 112, was selected to pilot the ECAM Math Assessment for the Office of Accountability. While three classrooms will be piloting this assessment and working with a consultant from Bank Street, all classrooms will administer the ECAM Assessment. (November 2010-2011)

Funding: Math coach will be funded with Title I SWP funds; Contract for Excellence Funds and Title I SWP AARA funds, Title 1, Fair Student Funding, Common Core Standards funding, TL Inquiry Teams funds, TL Hold

Harmless funds

Responsible staff: Classroom teachers, Math Coach, principal, assistant principal

TECHNOLOGY

We will continue to extend and deepen the use of technology in encouraging students to become independent learners and enabling teachers to reflect on their practice and continue to take innovative approaches to teaching and learning.

- All teachers will continue to be provided with professional development in using the smart Board as an instructional tool. All classrooms have Smart Boards (October 2010-2011)
- The technology teacher will facilitate study groups on using technology as an instructional tool (i.e. power point, creating multi media presentations, conducting research. (September 2010-May 2011)
- The technology teacher will support teachers and plan collaboratively with the library, visual arts teacher, library and science teacher and classroom teachers to implement our video conferencing program. (September 2010-June 2011)
- The technology teacher will provide training to teachers on the implementation of the Renzulli Learning System to differentiate instruction and support student interests. (September 2010 – December 2010 and as needed throughout the year)
- Dr. Lynn Hunter, Videoconferencing Consultant will support teachers in implementing the video conferencing program (September 2010-June 2011)
- The technology teacher will facilitate the technology cabinet meetings made up of classroom teachers and specialty teachers. (Monthly September 2010 –June 2011)
- Teachers will be provided with training on using a video camera to make documentaries with students in science and social studies and to document student learning. (November 2010)

Funding: NYSTL Hardware, TL Fair student funding, TL funds, NYSTL Software,

Responsible staff: technology teacher, video-conferencing consultant, classroom teachers, library media teacher, visual arts teacher, science teacher, principal, assistant principal, Lynne Hunter, consultant

LEADERSHIP

It is important to develop leadership and to build the capacity of teachers. It is believed that this will promote learning, collaboration and better communication throughout the school.

- As a result, PS 112 will have distributed leadership. There will be grade level leaders, literacy leaders; math leaders and inquiry team leaders who will support teachers on their grade level. (September 2010-June 2011)
- There will be a member of each grade level inquiry team who will serve on the school wide across grade inquiry team.(October 2010-June 2011)
- The teacher leaders will be members of the instructional cabinet. (October 2009-June 2010).
- The instructional cabinet will monitor the CEP action plans and will look at and analyze data to ensure the effectiveness of the curriculum and instruction. The cabinet leaders will meet with the administration. (October 2010-June 2011)

Responsible staff: Grade leaders, inquiry team grade leaders, math and literacy leaders, specialty teachers, principal, assistant principal, literacy coach, math coach, SETSS teacher, technology teacher, library media

teacher, science teacher

ASSESSMENT

Data will be used to set high learning goals and to develop plans to improve student learning.

- All teachers will collaboratively analyze data to inform instruction, differentiate instruction to target the specific interventions for all “at risk” students and to provide enrichment to the students who are exceeding the grade level benchmarks. (October 2010-June 2011)
- Teachers will continue to be provided with professional development in analyzing sub group data (ELLs, Students with disabilities, Hispanic and African American students) across the content areas. (October 2010–June 2011)
- Teachers will use performance based assessments –i.e.the TCRWP Benchmark Assessments, video tape, digital pictures, projects, art exhibitions, dance and music performances multi-media projects, inquiry journals, bulletin boards, Math Exemplars, ECAM Math Assessment, end of unit math assessments writing samples, student self assessments to document student learning across the curriculum and to determine the effectiveness of the professional development. (September 2010-June 2011)
- Teachers will be provided with professional development in deepening their knowledge in using the TCRWP benchmark Assessments to plan small group differentiated instruction, to target the specific interventions of “at risk” students and students who are meeting or exceeding the grade level benchmarks. (October 2010- January 2011-May 2011)
- Teachers will be trained to use ARIS. This is the first year that there will be data fro early childhood schools uploaded into ARIS. (October 2010-June 2011)
- NYSESLAT data will be analyzed to differentiate instruction for ELLS and to meet their specific needs.

Responsible staff: Classroom teachers, Reading Recovery teachers, Reading Recovery teachers, SETSS teacher, ESL teacher, bilingual teachers, math coach, literacy coach

Funding: Title 1 SWP funds, Data Specialist funds, Title 1 SWP AARA funds, Fair Student Funding

ENGLISH LANGUAGE LEARNERS (Title III funds will be used for per session)

- There will be an ELL study group. Teachers will study effective techniques and strategies to support English Language learners in their classrooms. (December 2010-March 2011)
- Teachers will be provided with professional books and articles to read to support their learning.
- The ELL Network NSS will provide teachers with professional development throughout the year on effective techniques and strategies to support English Language learners in their classrooms.
- The ESL teacher will “push in” to classrooms to model effective ESL strategies to support the ELL students. (September 2010-June 2011)
- NYSESLAT data will be analyzed and used to target the specific needs of the English Language learners

Responsible staff: Principal, Assistant Principal, ESL teachers, bilingual teachers, general education teachers, Network ESL Instructional Support Specialist

STUDENTS WITH DISABILITIES

It should be noted that PS 112 has 13 SE classes/10CTT classes and 3 self contained classes. PS 112 has 6

	<p><i>Asperger Syndrome Disorder classes, 1 Intensive Kindergarten class for autistic students, 4 CTT class one of which serves bilingual students with disabilities, and 2 self contained classes. And as a result teachers identified the need for professional development to continue to deepen their knowledge in ways to better meet the targeted needs of the students in their classrooms</i></p> <p>Teachers need to be knowledgeable in using data to inform instruction. Through study groups, workshops and grade level meetings, teachers need to be able to use assessments to target the specific needs of students and to differentiate instruction, develop scaffolding strategies to meet the needs of students with disabilities.</p> <ul style="list-style-type: none"> • Asperger Syndrome Disorder weekly team meeting. (ASD funds will be used to pay for per session). Teachers meet to discuss ways to meet the students' academic, emotional and social development needs. The interventions will be monitored to determine their effectiveness. (September 2010-June 2011) • CTT teachers meet twice a month before school to address the academic and behavioral needs of the students to ensure their success. (Fair Student Funding) (Monthly October 2010-June 2011) • Student Intervention Study Group-Teachers will meet before or after school to study interventions, techniques and strategies that will support the academic support the behavioral needs of their students (January 2011 –May 2011) <p>Staff Responsible: ASD teachers, ASD cluster teachers, speech providers, Occupational therapists, principal, social worker, Shirley Cohen Professor, Hunter College, Dorothy Siegel, Project Director for ASD program, CTT teachers and self contained 12:1:1 teachers</p> <p>Funding: ASD funds, Fair Student Funding, IDEA ARRA funds, Title 1 ARRA CTT</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>The funding sources for professional development are Title 1; Contracts for Excellence (Math and Literacy Coaches); Title I SWP AARA funds; Fair Student Funding and ASD funds; Inquiry Team funds; Data specialists funds; Title III fun, IDEA SWP Title 1 ARRA funds, Title I ARRA CTT funds</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>Assessment results determine the effectiveness of the Professional Development</p> <ul style="list-style-type: none"> • <i>TCRWP Benchmark Periodic Assessments (Fall ; Winter; Spring) will measure interim progress of students and based on the results of the assessments, instruction and interventions will be adjusted and modified.</i> • Independent monthly reading reports will be used to monitor student progress. (Monthly September 2010-June 2011) <i>Any student identified as "at risk" or not making progress will be provided with a targeted reading intervention and differentiated small group instruction. Teachers will monitor progress and adjust the curriculum and instruction to more effectively support student achievement.</i> • Student work products will be used to demonstrate student progress throughout the year for each unit of study across curriculum areas. (September 2010-June 2011) • Unit of Study Writing Samples will be used to assess student writing and implications for instruction (September 2010-June 2011) • Multi media projects and presentations by students will be used to document student progress throughout

- the year and across the curriculum. (September 2010 –June 2011)
- Videotaping will be used to document student learning and to adjust or modify the curriculum as needed throughout the year. (October 2010-June 2011)
 - Student videotaping projects will be used to document student learning across content areas to determine the implications for instruction. (November 2010-June 2011)
 - Digital photographs of student work products will be used to document student learning and to determine the implications for instruction; to modify and adjust instruction across the curriculum. (September 2010-June 2011)
 - Student inquiry journals will be used to assess student learning in science and social studies for each unit of study. October 2010-June 2011)
 - Student self assessments across content areas at the end of each unit of study will be used to measure student progress. (October 2010-June 2011).
 - Student art exhibitions, dance and music performances will be used to assess student learning in the arts (December 2010; April 2011; May 2011)
 - Bulletin boards displays will document student learning across content areas (September 2010-June 2011)
 - Conferencing notes will be used to assess student learning in literacy and math to determine next learning goals for students. (September 2010-June 2011)
 - Math Exemplars will be used to assess student learning in math and instruction will be adjusted or modified as needed. (For each unit of study in math) (November 2010-June 2011)
 - Low Inference transcripts will be used to assess student learning across content areas (November 2010-May 2011)
 - Teachers will be able to plan small group differentiated instruction based on the above assessments and to target the specific needs of each student across all content areas. (September 2010-June 2011)
 - Inquiry teams findings: implications for classroom instruction, the implementation of the findings in classrooms as evidenced by walkthroughs, formal and informal observations and student work. (October 2010-May 2011)
 - Agendas and sign in sheets and minutes for all study groups, inquiry teams and professional development will be used to document professional learning and to determine goals to deepen professional development (September 2010-June 2011)
 - TCRWP Professional Development-Agendas, minutes and sign in sheets will document professional development (September 2010-May 2011)
 - Photographs and videotapes of professional development will be used to document professional learning throughout the year (October 2010-June 2011)
 - Professional Development Binder with agendas; minutes and sign in sheets will document professional development (September 2010-June 2011)
 - Coaches notes and schedules (September 2010-June 2011)
 - Monthly professional development calendars will document professional learning (Monthly-October 2010 –May 2011)
 - Formal and Informal Observations will be conducted to evaluate the effectiveness of professional development (October 2010-June 2011)
 - Agendas, sign in sheets and minutes of grade level planning will be used to document the work on grade

	<p>level teams throughout the year. (September 2010-June 2011)</p> <ul style="list-style-type: none"> • Funding for substitutes to support professional development (September 2010-June 2011) • Per session for professional development/study groups (October 2010-June 2011) • Purchase of professional books (Purchased as needed for study groups/ inquiry teams) • Principal professional development-TCRWP study group; Network Study groups; National School Leaders Network Agendas, Cahn Fellows Alumni Professional development (September 2010-June 2011) • Technology professional development-agendas and sign in sheets (October 2010-May 2011) • Teachers will use technology as an instructional tool-formal and informal observations, video tapes, multi media projects, use of Smart Boards, computers. (October 2010-June 2011) • The Renzulli Learning System will be used to differentiate instruction based on student interests and identified needs./student projects, student interest inventory, student self assessments. (October 2010-June 2011) • Specialty teachers and classroom teachers will participate in videoconferencing as documented with video, digital photographs, and newsletters will be used to document all videoconferencing activities. Student self reflections will document student learning. A list of video conferencing activities will be kept. September 2010-June 2011) • Implementation of the 120 minute literacy block (September 2010 –June 2011) • Implementation of the 60 minute math block (September 2010-June 2011) • Inquiry based learning-digital photographs, video tapes, projects, inquiry journals, multi-media projects will document inquiry based learning across the curriculum. (September 2010-June 2011) • Minutes, agendas and sign in sheets from Cabinet Meetings will be used to document teacher participation on the cabinets and having a meaningful voice in the decision making process for the school. Monthly, November 2010-May 2011) • Bulletin Boards displaying student writing, projects across the curriculum, art work, etc. will be used to document student learning (September 2010-June 2011)
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Subject/Area (where relevant): Intervention

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2 By June 2011, 90% of the “at risk” students will be provided with a targeted intervention to meet their specific needs in reading and math.</p> <p>Early identification of low performing students is key to ensuring that all students achieve at high levels and make progress across all content areas. PS 112 has a large population of students with disabilities and English Language learners. PS 112 has 13 special education classes. (6 ASD CTT classes, 4 CTT classes, 3 self contained classes and many students who receive related services.</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>	<ul style="list-style-type: none"> • All “at risk” students will be provided with a targeted intervention to meet their specific needs based on data. The effectiveness of the intervention will be monitored to determine its effectiveness by the Academic Intervention Team. (Monthly September 2010-June 2011) • Students will be provided with interventions during the school day through small group differentiated instruction that is targeted to meet the specific needs of each student across content areas. The interventions will be modified based on the Benchmark Assessments (October 2010; January 2011; May 2011) • The two Reading Recovery teachers and one “F” Status Reading Recovery teacher will work with “at risk” students in grade 1 and 2. They will work with students one on one; will push in the classrooms to work with at risk students in small groups. They will work with small groups of students during the extended day program. (Funding Title 1 SWP) (September 2010-June 2011) • All “at risk” students will be provided with differentiated small group instruction to target their specific needs. The AIS Team will monitor the progress of each student monthly and instruction will be modified as needed. (September 2010-June 2011) • Assessments will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the interventions that are be provided. Data will be used to set high learning goals and to develop plans for improving student learning. (Monthly October 2010-June 2011) • The Bilingual SETTS teacher will work with both mandated and “at risk students. Student progress will be monitored using the Benchmark Assessments and the curriculum and instruction will be modified as needed. (Funded with IEP funds) (Monthly September 2010-June 2011) • <u>The Academic Intervention Team</u> will meet monthly to monitor the effectiveness of the instruction and the interventions all “at risk” students are receiving. The team members will analyze the Benchmark Assessments in reading and math as well as` their work across content areas. The team will articulate with the classroom teachers. (Monthly-September 2010-June 2011) • <u>School Intervention Team</u> meets twice a month to discuss students that teachers are concerned about or have been identified as “at risk.” The team discusses students that come before the team to determine if a student might need to have a speech, OT or other screenings or other interventions.

They determine if a student might need to be provided with “at risk” counseling. Interventions are suggested to teachers and the intervention is monitored by one of the team members. The SIT team follows up and monitors the students that are brought before the SIT team. (Twice a month-September 2010-June 2011)

- The Inquiry Teams will be studying “at risk” students including ELLs and Special Education students. This year, the inquiry teams will be studying the Common Core Standards in literacy or math to determine the implications for curriculum, instruction and assessment to support the “at risk” students. The inquiry teams will be measuring the progress of the “at risk” students they are studying by analyzing their inquiry based projects, inquiry journals, running records, writing samples, videos, digital photographs, student presentations, multi-media projects, student self-assessments as well as the TCRWP assessments and the ECAM math assessments, end of unit assessments in Everyday Math. The grade level inquiry teams will meet weekly to discuss the identified students’ progress, to analyze the above formative assessment data in depth and discuss their findings to determine next learning goals for the students the team is studying. (September 2010-June 2011)

Kindergarten teachers will be focusing their inquiry work on how students develop oral language, vocabulary and higher thinking skills in the content area of Science and Social Studies.

First grade teachers will be focusing on word study and how this affects comprehension, fluency, and oral language development across content areas.

Second grade will focusing on deepening comprehension, vocabulary and oral language development through the use of informational text and informational writing.

There will be a fourth inquiry team that will meet with a representative from each grade level inquiry team to look at the findings, data, and student learning across the grades as well as how to adjust professional development in order to address, adjust instruction to best suit the needs of the students that the classroom teachers are focusing their inquiry. This team will analyze the Common Core Standards and the implications for instruction and professional development.

The inquiry teams will be focusing on strengthening vocabulary, oral language and deepening comprehension through content area instruction. The inquiry teams will be measuring the progress of these students by analyzing their inquiry projects, inquiry journals, video tapes, digital photographs, student self assessments, multi media projects, art, TCRWP Assessments and low inference transcripts,. Each inquiry team will meet twice a month. The teams will analyze data for the identified students and discuss their findings and the implications for curriculum and instruction and the learning goals for the students. The teams will regularly report their findings to the staff and to inform the teachers about the implications for instruction. September 2010-June 2011)

- Extended Day Program-All “at risk” students will be provided with targeted interventions during the extended day program (50 minutes 2x a week) based on data. At risk students will be matched to teachers who will provide interventions in the following areas: Comprehension, decoding, fluency and math. Teachers will work with no more than 3 students who need the same interventions. The progress of the students will be monitored to determine the effectiveness of the instruction the students are receiving by the AIS team. (Mondays; Tuesday and Wednesdays- September 2010-June 2011)
- Reduced Class Size-*Because PS 112 is an early childhood school, there are no more than 20 students in a*

	<p><i>class.</i></p> <ul style="list-style-type: none"> • <i>City Year</i>-City Year Corps members will provide small group instruction to “at risk” students in literacy. • <i>ASD Team meetings</i>-All ASD CTT teachers will meet weekly with the service providers to discuss and monitor each ASD students progress. The team members will discuss interventions to ensure that each student achieves academically as well as socially. The interventions will be monitored by the team to determine the effectiveness of the interventions. (Weekly-September 2010-June 2011) • <i>CTT Team Meetings</i>-All CTT teachers will meet with the` service providers twice a month to monitor the progress of the CTT students. The team will discuss interventions to ensure that all CTT students progress academically and they will be monitored the effectiveness of the specific interventions provided to each students based on their individual needs. (Monthly November 2010-June 2011) • <i>Renzulli Learning System</i>-will provide differentiated instruction based on each student’s interests and learning styles. All “at risk” students will have access to this web based system. (September 2010-June 2011) • <i>FASST MATH</i>-Intervention technology program will be used to support “at risk” second grade students (September 2010-June 2011) • <i>Fundations</i> Phonics Program-is a multi sensory phonics program (September 2010-June 2011) used with our “at risk” students. • The social worker and school psychologist will have “Bunch for Lunch” groups to support at risk students. • Saturday Academy-For “at risk” second grade students from January 22, 2011-April 2, 2011 <p>Responsible staff: Principal ; Assistant Principal; Math Coach; Literacy Coach; All teachers ; Reading Recovery teachers; SETSS teacher; Academic Intervention Team; Speech Providers; Occupational Therapists; Social Workers; specialty teachers; ESL teacher, school psychologist, social worker, classroom teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Funding: C4E; Title 1 SWP; Fair Student Funding; SWP Title 1AARA funds; IDEA SWP Title I ARRA funds, IEP Team funds, ASD funds, TL funds, IDEA ARRA CTT funds, IDEA Counseling, TL ASD funds, TITLE`II A funds,</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Inquiry Teams documentation-Findings, agendas, results on assessments will be used to document student progress across the curriculum. (September 2010 –June 2011) • Results on Periodic Benchmark Assessments-TCRWP Benchmark Assessments will be used to measure student progress in reading. It is expected that the “at risk” students will progress at least one Fountas and Pinnell reading level. (October 2010; January 2011 and May 2011) • End of Unit Everyday Math Assessments, ECAM Assessments will be used as indicators of progress. (October 2010; January 2011 and May 2011). Any student identified as not making progress on the math benchmark assessments will be provided with a targeted intervention in the specific math strand. • Math Exemplars, student portfolios, inquiry journals, video tapes, digital photographs, writing samples, inquiry based projects, will be used to assess student learning at the end of each unit of study and to

	<p>determine if an intervention is needed. (September 2010-June 2011)</p> <ul style="list-style-type: none">• Agendas, minutes, sign in sheets from ASD Team meetings/ASD Binder will document the academic and behavioral interventions the ASD students are provided with. The team will monitor the effectiveness of the intervention. (Weekly- September 2010-June 2011)• List of all “at risk” students and the interventions they are receiving will be documented. The effectiveness of the interventions will be monitored monthly by the Academic Intervention team. (Monthly September 2010-June 2011)• AIS team meetings-sign in sheets, notes and minutes-AIS Binder to document the interventions each at risk student is receiving both during the school day and during the extended day program. (Monthly September 2010-June 2011)• AIS Extended Day grid for each grade level with notes on the interventions each student is being provided with, as well as an articulation sheet, for the extended day teacher and the classroom teacher to communicate. (September 2010-June 2011)• The SETSS teacher-list of both mandated and “at risk” students and she will document the work she is doing with each student. She will document student progress using the Reading 3D and MCLASS Math <i>Benchmark Periodic</i> Assessments (October 2010; January 2011; May 2011) and student work products. (September 2010-June 2011)• Evidence of small group differentiated instruction in classrooms as measured through formal and informal observations, daily walkthroughs by the administration. (October 2010-June 2011)
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Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3 By June 2011, there will be improved home school communication and increased parent engagement as measured by the results of the Learning Environment Survey by 1%.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding. Communication:</p> <ul style="list-style-type: none"> • Parents will be provided with copies of the following: Parent Handbook, Discipline Code, Homework Policy, What Every Child Should Know and be Able to Do on each grade level, the NYCDOE calendar (September/October 2010) • All parents will be provided with a copy of the <i>Title I Parent Compact and Parent Involvement Plan</i> for (November 2010) • Parents will receive a monthly calendar to inform them about the activities taking place each month-i.e. PA meetings, Safety Committee Meetings, workshops, celebrations, trips, etc. (September 2010-June 2011) • Parents will receive monthly curriculum calendars to inform them about what their child will be learning each month in each curriculum area and how to support their child’s learning at home. Monthly (September 2010-2011) • School Messenger will call parents when their child is absent or late, and will be used to improve attendance. It will also call parents to inform them of school activities, half days, Parents Association meetings, Parents As Math and Reading Buddies Program. Daily (September 2010-June 2011) • Letters, flyers will be sent home to inform parents about workshops , meetings, dance and music performances, writing celebrations, end of unit celebrations, arts exhibitions, etc. September 2010-June 2011) • Progress reports in each curriculum area will be sent home at the end of every unit of study across curriculum areas. (September 2010 –June 2011) • Classroom teachers will send home a survey to parents to find out about the child as a learner in order to better meet the needs of the students in their classroom. (September 2010; January 2011) • Minutes from the SLT will be posted on the parent bulletin board. (September 2010-June 2011) • Parents will receive a copy of the 2010 Learning Environment Survey and a meeting will; be held to share the results with the parents. (September 2010) • Parents will be provided with a copy of the Early Childhood Progress Report and the principal will hold a meeting in October 2010 to discuss the report with parents. • The Principal will meet with parents throughout the year to share school data, school goals and objectives and information about the curriculum and instruction. (September 2010-June 2011) • PS 112 has a web site where parents can access information about all the programs and activities taking place. Student work, projects, and documentaries made by students will be posted on the web site.

(September 2010-june 2011)

- Monthly calendars/Curriculum Calendars will be posted on the web site as well.(September 2010-June 2011)

Engagement

- Parents will be invited to attend meetings with the Principal to discuss the School's Comprehensive Educational Plan; the goals and the objectives for the school in each content area; the school's data and assessments used in the school and the implications of the data. (September 2010; November 2010; December 2010; February 2011; April 2011; May 2011)
- Monthly workshops for parents-math, literacy, science, technology, nutrition, (September 2010-June 2011)
- Parents will be invited to become School Volunteers and volunteer in classrooms, the office, library, science room and art room. (September 2010-June 2011)
- Parents will be invited to participate in the Reading/Math Buddies Program twice a month in their child's classroom Monthly-October 2010-May 2011)
- Parents will be invited to participate in developing the Parent Compact and the Parent Involvement Title I plan. (October 2010-November 2010)
- Annual Title I Meeting-(November 23, 2010)
- Parents will; be invited to attend reading/writing celebrations, dance, music performances and art exhibitions throughout the year. (October 2010-June 2011)
- Parents will be invited to attend Multi-Cultural celebrations throughout the year. (October 2010-June 2011)
- Parents will be invited to attend a variety of workshops: literacy math, science, Technology, video conferencing, visual arts as well as other workshops based on the identified interests of the parents. (October 2010-May 2011)
- There will be a parent support group for the ASD Parents. (October 2010-June 2011)
- There will be a family literacy program at PS 112 during the school day 4 days a week from 8:30-1:00 (October 2010-June 2011)
- Title III after school program for parents (January 2011-May 2011)
- Seven parents will serve on the School Leadership Team (September 2010-June 2011)
- Parents will be invited to serve on the School's Wellness Committee.(September 2010-2011)
- PS 112 will have a Title I Parent Representative. (November 2010-June 2011)
- PS 112 will have an active Parent's Association September 2010-June 2011)
- Parents will be invited to attend 100% monthly attendance celebrations (September 2010-June 2011)
- Parents will be invited to attend the Fall Curriculum Back to school meeting (September 2010)
- Parents will be invited to attend Parent Teacher Conferences at least twice during the year. November 2010; March 2011 and as needed throughout the year.
- Parents will receive a monthly progress report (October 2010-June 2011)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Title ISWP funds; Parent Coordinator funds. Fair Student Funding, TL funds, Title 1 ARRA funds, TL funds, Title III, TL ASD funds, IDEA SBST, IDEA ARRA CTT, IDEA Counseling</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Copies of monthly calendars sent to parents informing them of the events and activities taking place. (September 2010-June 2011) • Copies of letters, flyers informational pamphlets sent to parents throughout the year (September 2010-June 2011) • Workshops-Agendas and sign in sheets, digital photographs to document the number of parents participating in the workshops (Monthly-September 2010-June 2011) • List of School Volunteers/volunteer sign in book • Flyers inviting parents to participate in Parents As Reading Buddies/Parents As Math Buddies-Digital photographs, video tapes, attendance sheets (Monthly-October 2010-June 2011) • Title III after school parent program for parents-digital photographs, attendance sheets and agendas. (Weekly for one hour-January 2011-May 2011) • ESL Family Literacy Program Family First Program, digital photographs, lesson plans, attendance sheets (Weekly-Monday-Thursday October 2010-June 2011) • Parent Association meetings-digital photographs, agendas, minutes, sign in sheets (Monthly September 2010-June 2011) • Copy of Title I Parent Compact and Parent Involvement Plan will be distributed to parents.(December 2010) • School Leadership Team Attendance sheets and minutes.(Monthly –September 2010-June 2011) • Results from Learning Environment Survey 2010-2011 (Communication, Engagement, Academic, Safety increase of 1%) • ASD Parent Support Group Agendas, minutes and sign in sheets. (Monthly October 2010-May 2011) • Copies of monthly curriculum calendars to inform parent about what their child will be learning each month in all curriculum areas and how to support their child’s learning at home.(Monthly -September 2010-June 2011) • Copies of the Parent Handbook, Discipline Code, Homework Policy, What Every Child Should Know and Be Able to Do, Learning Environment Survey will be distributed to parents (October 2010) • Translation at meetings, conferences, workshops, parent, flyers, pamphlets, letters, and newsletters will be provided. September 2010-June 2011) • Attendance sheets from Parent Teacher Conferences and Fall Curriculum meeting. (November 2010/March 2011) (It is expected that there will be at least 85% participation) • PS 112’s Web Site will be used to keep parents informed and to see student work being displayed September 2010-June 2011) • Copies of Parent newsletters sent home.(October 2010-June 2011)

	<ul style="list-style-type: none">• ARIS training-Agendas and sign in sheets: It is expected that at least 85 % of the parents will log on to ARIS.• Flyers/Programs from arts exhibitions, dance and music performances digital photographs and video tapes.• Copy of school parent survey sent to parents to find out information about their child as a learner. (September 2010/ January 2011)• Parent Engagement Binder with agendas, minutes, sign in sheets (September 2010-June 2011)• Parent Coordinators logs (September 2010-June 2011)
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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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	15	10	N/A	N/A	N/A	6	4	N/A
1	64	20	N/A	N/A	N/A	5	8	N/A
2	25	21	N/A	N/A	N/A	7	9	N/A
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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:	<p><u>Reading Recovery</u>—<i>Two Reading Recovery teachers and one “F” Status reading Recovery teachers provide one to one instruction and push ins to all first and second grade classrooms to work with the most “at risk” students in small groups during the school day. During the extended day program, students are provided with targeted interventions to meet the specific needs of each student. Students are provided with one on one tutoring or small group differentiated instruction. No teacher works with more than two to three students during the extended day program.</i></p> <p><u>SETSS teacher</u> will work with both mandated and other “at risk” students during the school day and extended day in small groups.</p> <p><u>Reduced Class Size</u>- <i>PS 112 classes have no more than 20 students. All “at risk” students are provided with small group differentiated instruction to target their specific needs</i></p> <p><u>ESL teacher</u> works with both mandated and other “at risk students during the school day and the extended day program.</p> <p><u>Small group Differentiated Instruction</u>-<i>All students are provided with small group instruction that targets their specific needs.</i></p> <p><u>City Year</u>- <i>At risk students will be provided with one on one and small group tutoring by trained volunteers during the day.</i></p> <p><u>Extended Day Program</u>-<i>All “ at risk” students work with a teacher in a group of no more than three students. Each students is provided with targeted interventions to meet their specific needs, i.e. fluency instruction, phonics instruction, comprehension instruction.</i></p> <p><u>Read Naturally</u> to build fluency (during the extended day program and school day);</p> <p><u>Foundations/Wilson Phonics Program</u> (during the school day and extended day program)</p>
Mathematics:	<p><i>PS 112 has reduced class size. All students are provided with small group differentiated instruction in math both during the school day and during the extended day program. At risk students are provided with either small group instruction or one on one tutoring to target their specific needs. It should be noted that PS 112 is an early childhood school that serves Pre-K -2 students</i></p>
Science:	<p><i>PS 112 has a science specialty teacher who provides inquiry based/project based science instruction to all students. All classroom teachers provide inquiry based science instruction during the school day. Students work in small groups. The science program is aligned with the New York State and New York City Learning and Performance standards. The students are provided with small group differentiated instruction</i></p>

Social Studies:	<i>PS 112 has an inquiry/ project based approach to social studies instruction. The social studies curriculum is aligned with the New York State and New York City Learning and Performance Standards and is provided during the school day by classroom teachers. The students are provided with small group differentiated instruction.</i>
At-risk Services Provided by the Guidance Counselor:	<i>PS 112 does not have a guidance counselor.</i>
At-risk Services Provided by the School Psychologist:	<i>Our IEP Team Psychologist works with “at risk” students in small groups or one to one as needed. She will facilitate “Bunch for Lunch” groups for students who are “at risk” socially and emotionally.</i>
At-risk Services Provided by the Social Worker:	<i>We have a social worker who works with both mandated and “at risk” students throughout the day in small groups and individually. She also provides support to non-mandated “at risk” students. PS112 has an IEP Team Social Worker who works with “at risk” students in small groups or one on one as needed. She facilitates “Bunch for Lunch groups for students who are “at risk” emotionally and socially.</i>
At-risk Health-related Services:	<i>Not Applicable</i>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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-2 _____ Number of Students to be Served: 32 LEP _____ Non-LEP _____

Number of Teachers 4 Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: PS 112 BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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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.

In September, parent surveys are sent home asking for information on how to best communicate (form: phone calls, written, e-mail, and language of preference) with families in our school community. The surveys returned are analyzed and classified by language (translation & interpretation) and by format of communication. Our findings indicate that 67 % of our families are English, 31% of our families require translation and interpretation in Spanish (31%) and 2% require interpretation and translation in other languages (Arabic, Bengali, Czech, French, Fulani and Wolof). The entire school population is informed of the eight most common primary languages which the Department of Education provides information for registration, health forms, conduct & discipline code, lunch forms, special education and related services, safety and academic programs. This information is provided both in written translation (English and Spanish) to our school community. Our office personnel utilize the information acquired from the family surveys and HLIS to update the ATS, emergency cards and other school records. In addition, with every announcement, informative bulletin or invitation to a school event is sent both in English and in Spanish with a statement in the eight major languages indicating to please contact the office if the document needs to be translated into another language we do not provide in order to call the interpretation number so that an immediate telephone translation is provided to the family who requests it.

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.

During monthly faculty meetings, specifically early in the school year, we share the major findings regarding the language interpretation and translation needs of our school families. We provide written translation of school events, announcements, classroom newsletters, meetings, open houses, trips, and general school goals for the year.

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.

In order to keep all families informed of the school events, the following information is sent to parents on a monthly basis in English and Spanish: Curriculum Calendars to inform parents about what their child will be learning each month school newsletters, monthly calendars, school notices, parent handbook, school website, flyers, etc. These written translations are provided by in-house staff, sometimes performed after school (at per session rate)

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 Association meetings a person will be available to translate (English/Spanish) for parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Parent volunteers are also available to support parents in need of translation services. The IEP Team is bilingual (Spanish) as well as the assistant principal are available to translate when needed. In addition, prior to parent teacher conferences, every teacher at the school is made aware of the translation services provided by phone or in person. We provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate, if necessary, their language and identify it for over-the-phone interpretation services of any of the languages on the language Card.

In order to keep all our parents informed the following oral interpretation services are provided by school personnel:

- PTA meetings
- Coffee with Principal meetings
- Parent Workshops (Math, Literacy, Science, Health & Nutrition)
- School Leadership Team meetings
- Parent Teacher Conferences
- Registration
- Open House Tours

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>.

- a. *A copy of the Parents bill of Rights is posted outside the Parent Coordinator's Office (copies are available in the eight most common primary languages by parent's request.*
- b. *The department of Education's website address/link is also posted for families to download or obtain a copy*
- c. *Signs are posted at main entrances to school building; main office and parent coordinator's office stating the availability of translation and interpretation services.*
- d. *All office staff is bilingual (English/Spanish) and available to provide families with any information requested*
- e. *There is availability of the Department of Education's website as a way of providing parents information about their Translation and interpretation rights.*
- f. *We provide parents with the school's monthly calendar/newsletter of events.*
- g. *We provide parents with progress reports at the end of each unit of study across all content areas in their native language*
- h. *We provide parents with monthly curriculum calendars to ensure that parents are informed about what their child will be learning each month and how they can support their child's learning at home.*
- i. *We provide translation at all meetings, workshops, parent conferences and celebratory events.*
- j. *We provide parents with written informational pamphlets to inform current curriculum topics per grade in the 8 available languages provided by the New York City Department of Education's Translation and Resources Unit.*
- k. *We provide each teacher with a Language Card to make available to non-English speaking parents so that they may indicate if necessary their language and identify it for the over-the phone interpretation services of any of the languages on the Language Card.*
- l. *Our staff provides translated letters/memos/flyers related to trips, activities that are taking place in the school.*
- m. *We provide monthly translated curriculum calendars to ensure that parents know what their child is learning in literacy, math, science, social studies, technology, music, dance, Growing Up Healthy and library and how to support their child's learning at home.*
- n. *PS 112 makes use of the New York City Department of Education's translated documents for registration, standards performance, conduct, safety and discipline coded, special education and related services as need by the school community.*

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$268,066	\$66,673	\$334,739
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2681	\$667	\$3348
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,403	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,807	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 83.33%
6. If the percentage of high quality teachers during 2008-2009 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.

The speech teachers identified were coded incorrectly in BEDS and they are highly qualified. This has been corrected. The Literacy Coach was miscoded in BEDS and she is highly qualified. This error has been corrected. All teachers at Ps 112 are highly qualified!

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 112 will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of the parent’s and to support the partnership with the parents, and the community to improve students **School Parent Involvement Policy**

1. General Expectations

PS 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 ESEA.
- The school will incorporate this parent 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 of students with disabilities, 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 alternate 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 1% 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 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 assisting their child’s learning:
 - That parents are encouraged to be actively involved in their child’s education at school;
 - That parents will be 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 described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the existence of the Parental Information and Resource center in the State.

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

1. PS 112 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 112 of the ESEA: PS 112 will jointly develop with and distribute to parents the written parental involvement policy, agreed upon by the parents. This policy describes the means for carrying out the school policy sharing responsibility for participation of parents of limited English proficiency or with disabilities. The school leadership team, members of the Parent’s Association, the Title I Parent Advisory Committee will meet to write the parent involvement plan. They will seek input from parents using a focus groups, parent meetings and surveys. A parent meeting will be held annually to discuss the parent involvement plan.

We will convene an annual meeting on November 2010 to inform the parents of their school’s participation in Part A, to explain part A’s requirement and their rights to be involved. In preparation for this meeting, efforts will be made to determine the most convenient time for parents to attend. The meeting date will be placed on the school calendar in the school, on the parent bulletin board and letters and flyers will be sent out to parents to ensure that they receive notice of this meeting. The parent involvement plan will be available and will guide activities throughout the year. Committees will review and revise the Parent Involvement Plan in the Fall of each year to meet the changing needs of the parents and the school. The persons responsible will be the principal, assistant principal, the Title I staff and the School Leadership Team and the Title I Parent Advisory Committee.

2. PS 112 will take the following actions to involve the parents in the process of school review and improvement under sections 1116 of the ESEA: PS 112 has a School Leadership Team with seven parent members. The Principal reports the assessment data from the Annual School accountability Report to the School Leadership team. A parent meeting will be held twice a year to outline the school’s performance profile. The principal, assistant principal, parent coordinator will meet with parents throughout the year to review and describe the curriculum and the instructional program, the forms of assessments used to measure student progress and the proficiency levels the students are expected to meet. The annual school report card will be sent home to parents. Parents will be provided with their child’s individual assessment results including interpretation of these results. The effectiveness of this will be evaluated by: newsletters, Annual School Accountability Report, conference

forms, SLT minutes and agendas, minutes and agendas from meetings, weekly reports, progress reports at the end of each unit of study, and student report cards. There will be opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate in decisions relating to the education of their children. There will be timely responses to the suggestions made by parents that have been offered at meetings.

3. PS 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. Assistance will be provided to parents in understanding the State content and performance standards and Title 1, Part A requirements, monitoring their children's progress, working with educators to improve performance of their children and providing information on how parents participate in decisions relating to the education of their children. PS 112 will provide materials and training, such as literacy training, not otherwise available, and training to help parents work with their child to improve their children's achievement. The entire school community—teachers, pupil personnel services, administration and staff, with the assistance of parents, will seek input on how to reach out to, communicate with, and work as equal partners, coordinate and implement parent programs and build ties between home and school. The principal, assistant principal, the parent coordinator, the literacy and math coaches will meet with the a parent advisory committee to provide support to the parents in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

4. PS 112 will coordinate and integrate Title I parental involvement strategies under the following other programs: Head Start, State Pre-K: PS 112 reaches out to Head Start programs whose students transition into PS 112. We articulate with them, hold open houses and informational meetings at their centers and coordinate and integrate parent involvement programs and activities to the extent feasible and appropriate.

5. PS 112 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and the effectiveness of this parent involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parent 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. Representatives of the parent involvement committee, the Parent's Association, the parents on the School leadership team will meet with parents individually and in small groups to assess the effectiveness of out parent involvement policy and then revise the program to be more effective.
academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents and 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-PS 112 has a curriculum night to inform the parents about the NYS content learning standards
 - II. The State's student academic achievement standards-Parents are provided with information about what their child should know and be able to do on each grade level.

- 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: PS 112 will provide workshops for parents to assist them to understand the NYSESLAT, Teachers College Reading Writing Assessments, ECAM Math K-2 assessments used at PS 112. Teachers will meet with individual parents to inform them of their child's progress on the above assessments during parent teacher conferences and conferences that are requested by either the teacher or the parents. Progress reports will be sent home to parents across the curriculum and the end of each unit of study. Report cards will be distributed in November, March, and June. Materials are provided for students daily to ensure their academic success. (Books, math materials)
- b. The school will provide materials and training to help parents work with their children to improve their academic achievement by providing support in literacy, math, science and social studies and using technology, as appropriate, to foster parental involvement by: workshops with the literacy and math coaches, the science, technology teachers each month around literacy and math and content area instruction. PS 112 will provide workshops in the Reading and Writing workshop, the Everyday Math program, Foundations and Words Their Way (The phonics programs), social studies and the science curriculum. Informational materials about the various programs will be distributed to parents. At PS 112, we have an open door policy in which parents are encouraged to engage in activities in the classroom that promote a greater understanding of our academic standards. We welcome parents as partners in the school through activities such as Parents As Math/Reading Buddies, writing and reading celebrations, performances and exhibitions, video conferencing activities.
- c. The school will, with the assistance of its parents, educate its teachers, personnel services, 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.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Pre-School Youngsters, the Parents As Teachers program and public pre-school 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: PS 112 has a long standing relationship with the East Harlem Head Start in which we hold information sessions for prospective parents. We have ongoing conversations with the East Harlem Head Start about each family and how to best provide for these families to insure continuity of service.
- e. The school will take the following actions to ensure information related to the school and parent programs, meetings and other activities, is sent to parents of participating children in an understandable and uniform format, including alternate formats upon request, and, to the extent practicable, in a language that the parents can understand. Letters and other written correspondence is provided to parents in their native language. For those parents that need further assistance, they are verbally instructed on school and parent programs and activities. The parent coordinator is available to meet with parents and assist them as needed.

1. School-Parent Compact –

School/Parent Compact

PS 112 and the parents of the students participating in activities, services and programs funded by Title I Part A of the 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. The school parent compact will begin effect during the 2009-2010 school year.

The School will distribute the Parent Involvement Compact to parents in November 2010.

School Responsibilities

PS 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 academic achievement standards as follows: (Describe how the school will provide high quality curriculum and instruction and do so in a supportive and effective learning environment) PS 112's instructional program in literacy is research based/standards based. The reading program builds vocabulary development, comprehension skills, fluency, reading stamina and word study skills using Foundations which is an Orton Gillingham, multi-sensory, explicit phonics program and/or Words Their Way. Our Everyday Math Program is standards based. All content area instruction is standards based. PS 112 provides a rich learning environment for all students. There are high expectations for all students. Monthly, parents on each grade level receive a curriculum calendar to inform that about what their child will be learning each month in each of the curriculum areas.
2. Hold parent- teacher conferences during which this compact will be discussed as it related to the individual child's achievement. Specifically, those conferences will be held" Parent teacher conferences are held formally twice a year in November and March. However, teachers and parents meet throughout the year to ensure that there is effective communication concerning their child's progress and academic needs. All parents are provided with a translator if necessary.
3. Provide parents with progress reports at the end of each unit of study across all content areas. If a child is receiving Academic Intervention Services, a progress report will be sent to parents monthly. Any child identified as "at risk" receives an immediate intervention to target their specific needs. Parents will be provided with a Report Card in November, March and June. AIS and classroom teachers meet with parents to assist them in supporting their child's learning at home.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers are always willing to meet with parents. Parents call or write a note and the teacher arranges a meeting at a time that is convenient for both the teacher and the parent. Teachers are willing to meet with parents before and after school as well as on their preparation periods.
5. Provide parents opportunities to volunteer and participate in their child's class, to observe classrooms. Each year, we have a meeting to encourage parents to volunteer and based on their interests, they are encouraged to volunteer and participate in classroom activities such as Reading/math Buddies program, monthly writing celebrations, reading celebrations, Fall, Spring Celebrations, performance and exhibitions, school trips, reading to children, volunteering in the Art Studio, the library, the main office, our book fairs and in a classroom.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy and parent school compact, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing and timely manner.
8. 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 the 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 parent 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 and will encourage them to attend.
9. Provide information to parents of participating students in a timely manner about the Title I, Part A Programs that includes a description and explanation of the school's curriculum, the assessments used to measure a student's progress, and the proficiency levels students are expected to meet.
10. Provide information to parents 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. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable.
12. Provide each parent an individual report about performance of their child on State Assessment in at least math and language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four 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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their child watches
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to their child's education
- Promoting positive use of my child's extra-curricular 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, by mail and responding as appropriate.
- Serving, to the extent possible, on policy advisory groups, the School Leadership Team, the school's improvement committee.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework everyday and ask for help when I need to.
- Read at least 30 minutes a night
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school everyday.

SIGNATURES:

School

Parents

Students

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 Needs Assessment –Section IV Pages 11-22

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

- *All curriculum and instruction is aligned with the New York State Learning Standards and the New York City Performance Standards across all content areas. Instruction is assessment-based and differentiated to meet the specific needs of each student. Student entry points and learning style preferences are assessed and this information is used to bolster the engagement and participation of students.*
- *Students are actively engaged in hands-on learning within an inquiry-based approach to content area learning.*
- *PS 112 has a strong arts program, i.e. visual arts, Music and the Brain and dance to further enhance the instructional program.*
- *In addition, technology is used as an instructional tool and is integrated into all content areas*

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

- *The 120 minute comprehensive research based literacy program will consist of the following components: The reading program is research based: It includes read aloud, phonic instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction, motivation to read. The Teachers College Reading and Writing Project Units of Study K-2 are aligned with the New York State ELA Learning Standards.*

Read Aloud

Books are selected to model fluent reading behaviors, comprehension strategies and to encourage conversation among students. There will be a daily non-fiction read aloud that will be integrated with the present social studies/science inquiry. The purpose of the read aloud is to develop concepts and vocabulary that support language development.

Phonemic Awareness/Phonics Instruction

Wilson's Foundations is used to develop phonemic awareness in grades K-2. Based on the sounds the children are learning, the children will be provided with opportunities to apply skills they are learning by reading books. The students will be engaged in direct and indirect instruction. Children are taught to focus on and manipulate phonemes in spoken syllables and words. The children are provided with phonics instruction to stress the acquisition of letter sound correspondence and its use in reading and spelling. Children are provided with phonics instruction by teaching them to blend or segment the sounds in words using letters. The primary focus of our phonics instruction is to help beginning readers understand how letters are linked to sounds to form letter sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading and writing.

The teacher groups the students according to their needs. While the teacher is engaged with one group, the other groups will be working with hands-on decoding/word study activities that support and reinforce Words Their Way. Words Their Way will be used with general education including ELL students. Students who need more in depth decoding will be provided with instruction in Foundations.

Shared Reading

Shared reading is used to familiarize students with the conventions of spoken and written text. The text is chosen to teach and model specific reading and writing strategies. Vocabulary is explicitly taught during the shared reading in context. Using enlarged text that all students can see, the teacher and the children read together using a pointer to help the children follow along as they are reading. Children read a variety of genres including poems, songs, non-fiction and read the products of interactive writing. Shared reading enables the students to build a sense of story and an ability to predict, while at the same time, engaging them in an enjoyable and purposeful way. Shared reading provides an opportunity for students to participate and behave like readers. Shared reading creates a body of new texts that the children use for independent reading and as resources for writing and word study.

The purpose of shared reading includes:

- *Demonstrating the reading process and the strategies competent readers use*
- *Demonstrating how reading is left to right, top to bottom process*
- *Modeling of what writing is like*
- *Providing opportunities to talk about the many features of books and writing*

We need to provide more opportunities for students to develop their listening skills through read alouds/shared reading and accountable talk and to continue to provide opportunities for children to have rich conversations about books and their work. Ongoing assessments will be used to determine student strengths, the effectiveness of the instructional approaches and appropriate texts for students. We will use performance based assessments: Teachers College Reading Writing Project Assessments; Read Naturally for fluency instruction; conferencing notes; writing samples/TCRWP Writing Assessment Continuum and teacher made assessments and checklists.

Fluency

Children are taught to read orally with speed, accuracy and proper expression. Fluency is taught through repeated guided oral readings with feedback from the teacher. During independent reading, young children are encouraged to read silently on their own both in the classroom and every night at home. Fluency is also modeled by the teacher during read aloud time, guided reading, shared reading, independent reading, dramatic reading, choral reading and reader's theater. Students oral reading is assessed periodically using running records

Guided Reading

During the guided reading (instructional/reading for purpose) time, teachers work with a small group of students who have similar reading processes. The teacher selects and introduces new books at a child's instructional level and supports the children as they read the whole text to themselves, making teaching points and developing skills and strategies (e.g. sequencing, drawing conclusions, making inferences, etc.) before, during and after reading. During this phase of the reading lesson, the teacher poses questions for the students to keep in mind as they read a segment of the text themselves. Guided reading provides students with an opportunity to problem solve while reading for meaning: they are able to use strategies on extended text. Guided reading challenges the reader and creates context for successful processing of texts. During guided reading, teachers develop vocabulary in context to build meaning before reading a text. Vocabulary is taught both indirectly and directly. Students are taught to read fluently with feedback from the teacher.

Small group instruction is used to target specific reading strategies to ensure that students are able to use decoding skills and create meaning. All classrooms have access to an extensive variety of guided reading books to help the teachers select texts and to structure lessons to support a particular student's needs. In summary, the purposes of guided reading include helping children learn:

- *That reading is a process of constructing meaning-predicting, sampling and confirming or self correcting*
- *How to integrate the use of semantic, syntactic, and grapho-phonetic cues to work out unknown words*
- *To use strategies such as looking through a book or chapter, reading on or reading the paragraphs or sentences, looking at pictures and relating the content to other similar stories or informational books to predict content or to work out unknown words*
- *To link prior experiences and knowledge to new situations to construct meaning*
- *To reflect on their reading, being able to articulate what they are doing as readers, how they are solving problems, and the strategies they are using*
- *That reading is a thinking process, that includes talking about what is happening "inside their heads" when they read (the pictures they have in their heads), the thoughts they have because of the content of the book, how they may be watching the story from a distance or placing themselves into the role of one of the characters and the questions they have*
- *That reading is a successful and enjoyable experience*

Leveled books are used to support the guided reading component of the literacy program.

Independent Reading

Independent reading demonstrated that reading is a valued activity. It provides students with an opportunity to apply reading strategies independently and to sustain reading behavior. Students are provided with a wide range of materials to allow them to practice reading and to apply the strategies they are learning. Some reading is from a special collection of materials at their independent reading level. Because independent reading uses texts that are within the readability range of the students, the student develops confidence through successful and sustained reading. Students support each other while reading independently. Using leveled libraries, students read on their own or with other students. Students are taught how to select "a just right" book to ensure that they will be able to comprehend the text with minimal support.

Teachers are expected to conference with students about what they are reading. Teachers are expected to use running records and keep conferencing notes to document and assess student performance.

Comprehension Instruction

Students are provided with opportunities to respond to the book they have read. The students are taught how to keep track of the books they have read and all students are expected to exceed the 25 book standard. The students are expected to read different genres for independent reading. It is expected that all students read for a sustained period of time. Students are expected to read independently for at least 30 minutes daily. Children are encouraged to read silently on their own with minimal guidance or feedback during independent reading to help them develop fluency.

Comprehension strategies are taught through the interactions between text and the reader. Comprehension skills are explicitly taught through read alouds, guided reading, shared reading and independent reading. Children are taught to use specific cognitive strategies to learn how to understand what they are reading. Graphic organizers, semantic maps and story maps are used to assist students in developing comprehension. Children are asked questions about what they are reading and are given feedback by the teacher. Students are taught to use the structure of the story to help them recall story content in order to answer questions to summarize what they have read. Teachers are taught to model and teach the various comprehension strategies.

The literacy program develops reading skills connected to literature. Opportunities are provided to reinforce skills or re-teach them through mini-lessons and to participate in enrichment activities. The comprehension strategies are taught in a systematic way. For example, comprehension is taught using picture clues, context clues, phonemic clues, recalling main idea, details, sequencing, cause and effect, problem/solution, inferring.

Vocabulary knowledge is an important part of reading comprehension. Students are taught vocabulary in context and children are actively engaged in learning word meanings. We believe that teaching children about words improves their comprehension.

Accountable Talk

A major part of comprehension instruction is the development of student's ability to conduct whole group and partner discussions about their reading. A structured program introduced during read aloud time and carried into independent reading involves lessons in conversational skills and using prompts to deepen and extend conversations about books. Next year, we will continue to build discussions in all the content areas.

Vocabulary Instruction

A portion of daily reading instruction is devoted to the development of oral and reading vocabulary and background knowledge. Explicit vocabulary instruction is provided to students during small group instruction. Students are grouped according to their comprehension skills because there is a direct association between vocabulary development and comprehension. Whole class activities build spoken language competence, and shared reading and discussion of texts provide indirect opportunities to acquire vocabulary. Hands-on learning and field trips support the development of background knowledge and serve as the basis of language experience activities. Development of vocabulary and

background knowledge of words and concepts to communicate and to comprehend meaning is essential. Vocabulary is important in oral reading instruction and in the development of comprehension. Vocabulary is taught through the reading different of genres and in the content areas. Students are taught vocabulary words before reading texts. The children are exposed to vocabulary in a variety of environments. Vocabulary is taught through inquiry based learning. The use of word walls is an effective strategy in direct teaching of vocabulary. Children's vocabulary is assessed regularly. Vocabulary is taught across all content areas through inquiry based learning.

Motivation To Read

We believe children will read more when they are motivated. P.S. 112 not only teaches reading skills and strategies, but also provides daily opportunities for students to enjoy the act of reading. As part of the reading program, children are exposed to a wide range of high quality, imaginative and informational texts. The successful integration of skills and strategies instruction with book reading, discussion and language arts projects is an important characteristic of our instructional program. Therefore, a portion of the daily instruction in reading and language arts is devoted to the independent reading of texts that are of interest to students. It is important that the children can read these books without frustration. Students are expected to read independently at home on a daily basis.

Writing

Writing is the construction of meaning and children need authentic purposes and audiences to write for as they engage in this process. There is an emphasis on developing higher order thinking skills and children are asked questions to stimulate their thinking and to ensure thoughtful responses. In order to write their responses to literature, children are provided with experiences in making text to self- comparisons, text to text and text to world connections. Students actively participate in the development of their writing skills for 45 minutes daily during the literacy block. Students are provided with specific skill based instruction (e.g. grammar, how to write a sentence, paragraphs, word choices, how to organize their writing, etc.) They examine written materials (picture books) that are used as models and, in conjunction with the use of rubrics, students come to understand what a piece of writing should look like in order to meet the standards. All students are provided with timely feedback to ensure that they know specific areas where they have demonstrated strengths as well as weaknesses. We firmly believe that this feedback is needed if students are to progress and become proficient writers. Students are taught to use checklists and rubrics to assess their writing.

The following instructional practices will be used:

- *explicit instruction on print awareness i.e. directionality, spacing, characteristics of specific types of text*
- *explicit instruction of handwriting*
- *explicit instruction on conventional spelling patterns and rules*
- *explicit instruction on writing process strategies i.e. rewriting, drafting, revising, proofreading, and editing*
- *integration of reading and writing, i.e. spelling with decoding, composition with comprehension*
- *Build motivation to write by providing opportunities to practice and share writing with others.*

There is a developing language and writing component with a balance of direct and indirect lessons that include mini-lessons on writing, teacher/student conferences or student /student conferencing. The writing instruction includes responses to various types of genres, connected to literature being read. Students will keep journals to document their responses. During the day, the students will have opportunities to work

on enrichment activities connected to literature such as bookmaking, story murals, quilts, dioramas, and other original activities. Students will have the opportunity to respond to literature through dance, visual arts, drama and music. PS 112 worked with a staff developer from Teacher's College's Reading and Writing Project for the past seven years (2004-2010) and will continue to deepen this work in 2010-2011. We will continue to use the Writer's Workshop model. Teacher's attended the calendar days (professional development) at Teacher's College. For the 2010-2011 school year, PS 112 will continue to work with Teacher's College's Reading and Writing Project and will have a staff developer continue to work with the all teachers in grades K-2. Each month, there will be a writing focus for each grade level. Teachers will be provided with opportunities to attend the Teacher's College Reading and Writing Project Calendar Days for professional learning. The Principal will attend a monthly Principal's Study group and the literacy coach will attend a TC Coaching Study Group as well.

Books will be read in a variety of genres to support the monthly writing focus and to ensure that there is a strong reading/writing connection. Books to support the Units of Study have been purchased for each classroom.

Shared Writing

The teachers and students work together to compose stories, poems, messages, etc. The teacher supports the process by functioning as the scribe. The exercise provides the student with an opportunity to use what he already knows while supported by the teacher. It also allows the teacher to draw attention to letters, words, and sounds and enables children's ideas to be recorded. Shared writing creates a resource for written language in the classroom.

Interactive Writing

As in shared writing, the teachers and the students compose stories that are written using a "shared pen" technique that involves students in writing. This component provides opportunities to hear sounds in words and connect them with letters. It provides opportunities for children to understand the "building up" and "breaking down" processes in reading and writing. Through these experiences spelling is improved.

Guided Writing/Writing Workshop

Students engage in the writing of a variety of texts as the teacher guides the process and provides instruction through mini-lessons and conferences. Through this process, students discover their voices as writers; they learn to be writers. Students learn to use writing for different purposes across the curriculum; they learn to use different forms, e.g. letters, essays, poetry. Conventions of grammar and punctuation are reinforced and creativity is developed. Teachers College Reading Writing Project Assessments, observation surveys, conferencing notes, running records are used to develop flexible groups of no more than 5 students.

Independent Writing

Students write their own pieces including stories, informational pieces, retellings, speech balloons, lists, etc. Through this component they are provided with a chance to use writing for different purposes across the curriculum emphasizing the use of grammar and punctuation.

Reading Intervention Program

Early identification of low performing students will include data from the Teachers College Reading Writing Project Assessments, observational surveys, independent reading monthly reports, writing samples and running records. We review writing samples. This will provide us with a view of the students across the year, indicating growth and the area in need of concentration. All interventions are monitor monthly to determine their effectiveness.

PS 112 has an academic intervention team to ensure that every child identified as “at risk” receives the support he/she needs to succeed and to meet the standards. The intervention team, which consists of the Principal, Assistant Principal, four reading recovery teachers, the SETSS teacher, and the Literacy Coach meets twice a month to monitor the progress of every child that has been identified as “at risk.” Each “at risk” child is discussed at these meetings in depth in order to ensure that we provide individual, targeted and

The thrust of the Academic Intervention Service in reading will be to concentrate on serving students in grades K-2 by identifying specific needs and providing each student with a targeted intervention to meet his/her specific needs from the two fulltime Reading Recovery teachers and one “f Status”, the SETSS teacher and the classroom teachers. During the Extended Day Program, students will be provided with targeted interventions to meet their specific needs. Students in the extended day program will be provided with one on one tutoring or small group instruction with no more than three students in a group.

MATH

The math program is research and standards based. Math program is being implemented in grades K-2. The pre and post assessments indicate which children are beginning, developing or secure in a particular math concept or skill. The rubrics used assist teachers in refocusing instruction to meet the needs of individual students. Presently, there aren't any standardized assessment tools for grades K-2 other than the pre and post assessment and checklists for the Everyday Math Program. Teacher's assessments are informal, observational and anecdotal. We have assessed all the “at risk” students to gather additional data. This assessment and the Everyday Math Assessments and the ECAM Assessment are used to identify students that need intervention as well as enrichment as well. This in depth math assessment is a good indicator of early numeracy proficiency.

In studying student work in math related to problem solving and the ways in which children develop number sense, we looked at beginning, developing and secure students including special education students and English language learners. We will continue to use FASTT Math, a technology intervention program, that uses research based validated methods to help students develop fluency with basic math facts. The teachers are able to adjust their teaching based on these assessments for the whole group, small group as well as individual instruction that targets the specific needs of students. Formal and informal daily visits to classrooms show that the teachers are knowledgeable in implementing Everyday Math. The students are actively engaged in purposeful mathematical activities and conversations. The mini-lessons are tailored to meet the specific needs of the children in the classroom. We will continue to use the EXEMPLARS to help students to further develop problem solving strategies and critical thinking skills in mathematics.

Since there are different math concepts that are taught on each grade level, we look for trends and gaps in instruction on each grade level. We analyzed the end of unit assessments in Everyday Math to determine which concepts/skills need to be targeted for individual students and to look

at instructional trends on each grade level to identify patterns or gaps in instructional practices that needed further development. Developing number sense is an area that we needed to deepen and as a result, we are supplementing the Every Day Math program with “Contexts for Learning.”

We will continue to implement the 60 minute math block daily. P.S. 112 is implementing the Everyday Math Program in kindergarten, first and second grades. Everyday Math, a program that originated from the University of Chicago, is a nationally recognized mathematics program that emphasizes problem solving, the use of manipulatives, and real world problems. Writing about math is being implemented in kindergarten, first and second grades. The goals of the program are to ensure that students use manipulatives to develop and understanding of math concepts. By developing experiences using concrete materials, students are easily able to make the transition to advanced mathematical concepts. The program exposes students to multiple ways of solving mathematical problems. Context for Learning and Investigations is being implemented to enhance our math program.

Key vocabulary is introduced, learned and reinforced. Students are flexibly grouped to address individual needs. Students interact and engage in a variety of cooperative learning activities that foster critical thinking skills. Everyday there is a “problem of the day” for the students to solve. The “problem of the day” is a mini warm up exercise that is designed to stimulate critical thinking skills.

Every student in grades K-2, including special education and ELL’s, will have an understanding of mathematics through the experimentation of ideas in the context of real world situations. Students are and will be mainstreamed in all appropriate instructional areas. The mathematics program is aligned with the NYS and NYC Learning and Performance Standards. The mathematics program is both developmental and comprehensive in scope and sequence with instructional goals to teach, practice, assess, remediate or extend skills taught. Monthly pacing calendars are used to ensure continuity of instruction. The use of math journals will be used to promote meta-cognition.

Literature books that deal with mathematical concepts will be used to increase math vocabulary and create awareness in students as to how mathematics is integrated into curriculum areas and into real life. Students will complete book reports and will keep a record of all books read. Students will experience writing in mathematics by creating their own word problems and recording answers. Students will develop strategies to explain and communicate to others the solutions to their problems in oral and written forms.

Student progress is regularly assessed using pre-and post-tests at the end of each unit of instruction, math journals, authentic performance and the ECAM Math assessment. Instruction is refocused based on student needs. Students identified as “at risk” receive immediate interventions in the skills categories in which they display deficiencies. The Principal, Assistant Principal and the Math Coach meet with teachers to address the results of assessments so as to plan instruction that addresses student needs. In addition, teachers are continually aligning the program with performance standards to monitor student achievement.

MATH INTERVENTION

It should be noted that P.S. 112 is an early childhood school and there is no formal or uniform assessment citywide for mathematics in early childhood that would assist us in keeping with the same criteria set forth by the State for AIS.

The following are the math interventions provided to “at risk” students:

- *increased instructional time in math is provided by the classroom teacher*
- *increased student teacher interactions through reduced class size in grades K-2.*
- *small group instruction by the classroom teacher is provided to meet student needs/differentiated instruction.*
- *Extended Day provides math instruction to students identified as “at risk” in math.*

The school has a full time Math Coach. She works with novice as well as experienced teachers to effectively implement the Everyday Math Program and to provide them with focused and intensive professional development based on the identified needs of the students as well as the teacher.

60 MINUTE DAILY MATH BLOCK

P.S. 112 has implemented a daily 60 minute math block using the math workshop model. The workshop model includes a “problem of the day”, homework review, mental math, a developmental math lesson, teacher mini-lesson, small group instruction and a reflective activity where students share their findings.. There is a monthly pacing calendar.

The developmental math lessons are planned weekly. All instruction includes three days of skills based instruction on a specific area of mathematics. Concepts are developed from the concrete to the abstract and manipulatives are used to illustrate abstract concepts. Key vocabulary is introduced, learned and reinforced. Flexible grouping of students is used to support individual strengths and weaknesses; cooperative grouping is used when appropriate. Assessment is ongoing and is both written and oral. Students maintain math journals and are expected to explain their answers both orally and in writing.

Two days are devoted to problem exploration experiences that include real world problems and the reinforcement and enhancement of concepts taught during the week.

The structure of the 60- minute math lesson is as follows:

Problem of the Day- (5 minutes) is a mini math “warm up” exercise to stimulate mathematical thinking. A problem from Everyday Math requires that the children use vocabulary and problem solving strategies and analysis through either individual or collaborative efforts.

Mental Math- (5minutes) is an oral or written response to a math concept, skill or strategy that involves up to ten answers. It is used to review previously introduced concepts as well as to motivate and interest students in material that has not yet been presented.

Homework Review-(5 minutes) spiraled homework assignments reflect the key concepts studied during the day as well as previous days. A review of the homework leads into the current day's lesson. Trouble spots are identified and addressed.

Mini-Lesson- (5 minutes)The teacher demonstrates the concept that the children will be applying in small groups. a motivator or introduction engages children in a topic through a word problem or real life reference.(Mini Lesson-Teacher Directed)

.Developmental Lesson - (25 minutes) has a clear objective, e.g. how many ways can you count to 100? The developmental lesson is taught in three stages:

- The objective is met using a variety of instructional methodologies and tools. Through the use of individual and flexible group instruction, students learn to apply the skills. An oral or written exercise is completed that allows the teacher to assess the extent to which each child has learned the lesson. This also provides an opportunity to modify the instruction, re-teach, review and integrate the technology application.*
- Sharing-Students gather as a group to discuss the strategies they used and to share their journal entries.*

ACCOUNTABLE CONVERSATIONS

Children are expected to be able to discuss their work and the strategies they used to solve problems in mathematics in small groups and in pairs as well as in a whole group.

SCIENCE

Science instruction is aligned with the New York State and New York City Learning and Performance Standards. The New York State Elementary Core Curriculum guides science instruction in our school. The program focuses on conceptual understanding and is consistent with the approaches in the National Science Education Standards and Benchmarks for Science Literacy: Project 2061. Our science program emphasizes a hands-on and minds-on inquiry based approach to learning. We believe that students learn most effectively when they are actively engaged in the discovery process, often working in small groups. Science is taught through an inquiry based approach to learning. Experiences are provided to students so that they can interact directly with the natural world to construct explanations about their world. This approach allows students to practice problem-solving skills, develop positive attitudes towards science, learn new science content and increase scientific literacy.

Students are provided with opportunities to have direct experience with common objects, materials, and living things in their environment. Good instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. We expect students to be able to explain, analyze interpret scientific processes and phenomena rather than recall specific facts. We teach science for understanding not for memorization.

Inquiry based lessons include the following process skills (as developmentally appropriate): classification; communication, compare/contrast; creating models; gathering, organizing and interpreting data; generalizing; classifying; identifying variable; inferring; making decisions; manipulating materials; measuring; observing; and predicting. Many of these skills are developed across the content areas (including English Language Arts). Through read alouds, literature is used to teach science concepts. Students read non-fiction leveled books for guided reading and independent reading during the literacy block to support the instruction of science.

Our science specialty teacher provides enrichment to all classes in grades Pre-K-2 to enhance and support the classroom program. Science is integrated into the curriculum and instruction.

SOCIAL STUDIES

An inquiry based learning approach is used to teach social studies based on the New York State and New York City Learning and Performance Standards. The Social Studies Core Curriculum is being implemented in grade K-2. We have developed a library of non-fiction and fiction books that support the standards based interdisciplinary inquiry based units in Social Studies.

Concepts and themes serve as content organizers for our social studies program. Students construct concepts and themes as they interact with their environment. This process is ongoing, stimulated by active, meaningful involvement and is developmental in nature. The key concepts of the social studies curriculum are organized into broad categories of history, geography, economics, civics, citizenship and government. The course of study gives students the knowledge, the intellectual skills, civic understanding and disposition towards democratic values that are necessary to function in American society.

The social studies curriculum emphasizes the teaching of concepts, content skills and the uses of inquiry techniques. The challenge of the program is to develop awareness and knowledge of our multicultural society; of a multicultural world, past and present. Students to develop the tools necessary for teaching, learning, problem solving, reflective reading, decision making, critical thinking, deliberate writing and social action that will provide them with an integrated curriculum for living in a rapidly changing world. To facilitate the implementation and evaluation of the social studies curriculum, monthly calendars are used listing topics and skills to be taught along with suggested multicultural celebrations.

Through the use of inquiry-based instruction, students learn together, original and present information. Technology is used when appropriate. Social studies content knowledge is also developed through content area reading during the literacy block.

THE ARTS

The arts program is aligned with the New York City and New York State Learning and Performance Standards and the Blueprints for Learning. The arts are integrated into curriculum and instruction. All interdisciplinary thematic units include the arts. The school has a Dance program; a visual arts program with a teaching artist from Studio In A School three days a week. PS 112 also has a Music and the Brain music program.

- *The curriculum is standards-based and informed by the extensive data collected on students across content areas.*

- *We have an after-school Title III enrichment program for ELLs.*
- *Four Reading Recovery teachers and a SETSS teacher who work with mandated and other identified at-risk students.*
- *Targeted intervention is provided for all at-risk students during the extended day program in order to ensure that all students achieve the grade-level benchmarks in both reading and math.*
- *We also have after school enrichment program in dance and music.*
- *During the summer P.S. 112 had the Read Program that provided one on one tutoring to at-risk kindergarten and first grade students.*
- *Technology is used as an instructional tool to aid in intervention as well as enrichment for all students, e.g. online book clubs, FASST Math, Renzulli Learning System and video conferencing.*
- *Students exceeding grade-level benchmarks in reading and math are provided with differentiated enrichment activities in literacy and math.*
- *The science and social studies curriculum is aligned with the New York State and New York City Learning and Performance Standards. Social studies and science instruction is inquiry and project based to ensure that instruction is enriched and accelerated.*
- *PS 112 has state of the art technology equipment and technology is integrated into the curriculum and instruction. The Renzulli Learning web based system that provides opportunities for differentiated instruction based on student's interests and learning styles.*
- *Enrichment is provided in the arts programs, i.e., visual arts, dance, Music and the Brain.*
- *P.S. 112 is a Title I school and enrichment and intervention is provided to all students.*
- *Our social workers see at-risk as well as mandated students.*
- *P.S. 112 has reduced class size enabling teachers to differentiate instruction to meet the needs of all students in their classes.*
- *P.S 112 believes that all students regardless of achievement level must be provided with a rich curriculum in all areas of instruction. We believe that when children are provided with a rich and challenging curriculum their learning is accelerated.*
- *All curriculum and instruction is aligned with the New York State Learning Standards and the New York City Performance Standards across all content areas. Instruction is assessment-based and differentiated to meet the specific needs of each student. Student entry points and learning style preferences are assessed and this information is used to bolster the engagement and participation of students.*
- *Students are actively engaged in hands-on learning within an inquiry-based approach to content area learning.*
- *PS 112 has a strong arts program, i.e. visual arts, Music and the Brain and dance to further enhance the instructional program.*
- *In addition, technology is used as an instructional tool and is integrated into all content areas*

3. Instruction by highly qualified staff.

The school is implementing high quality professional development that is aligned with the NY State and the NYC Learning and Performance Standards. Our professional development is outcome based and directly linked to students identified through data analysis as detailed in the school's CEP. We conduct professional development through a variety research based strategies drawn from the New York City Professional Standards and the National Council of Staff development. These strategies include job embedded support such as in class demonstration

lessons, modeling of research based strategies provided by the school based math and literacy coaches. In addition, teachers conduct action research, participate in a variety of study groups based on their identified needs and interests and discuss or research specific issues or questions that assist them in developing best practices. Another research based strategy is intra-visitations where teachers are encouraged to visit and observe in one another's classrooms in order to learn and benefit from one another's expertise and experiences. Teachers are provided with coaching and modeling and they plan collaboratively on grade levels. Teachers have opportunities to present and attend conferences.

All PS 112 teachers are certified. Teachers are provided with intensive high quality professional development. PS 112 has a full time literacy and math coach. PS 112 has a staff developer from Columbia University, Teachers College reading Writing project who provides professional development to all teachers. The coaches provide ongoing coaching, modeling, training and in class support. PS 112 was selected by the New York City department of Education to be a Collaborative Community of Practice School and a Mentor School. We were selected to be an exemplary site for the Teachers College Reading Writing Project. Ps 112 is a Professional development School in collaboration with the Hunter College School of Education.

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.

The school is implementing high quality professional development that is aligned with the NY State and the NYC Learning and Performance Standards. Our professional development is outcome based and directly linked to students identified through data analysis as detailed in the school's CEP. We conduct professional development through a variety research based strategies drawn from the New York City Professional Standards and the National Council of Staff development. These strategies include job embedded support such as in class demonstration lessons, modeling of research based strategies provided by the school based math and literacy coaches. In addition, teachers conduct action research, participate in a variety of study groups based on their identified needs and interests and discuss or research specific issues or questions that assist them in developing best practices. Another research based strategy is intra-visitations where teachers are encouraged to visit and observe in one another's classrooms in order to learn and benefit from one another's expertise and experiences. Teachers are provided with coaching and modeling and they plan collaboratively on grade levels. Teachers have opportunities to present and attend conferences. All teachers participate on grade level inquiry teams. Each grade is studying inquiry based learning in the content areas.

All PS 112 teachers are certified. Teachers are provided with intensive high quality professional development. PS 112 has a full time literacy and math coach. PS 112 has a staff developer from Columbia University, Teachers College reading Writing project who provides professional development to all teachers. The coaches provide ongoing coaching, modeling, training and in class support. PS 112 was selected by the New York City department of Education to be a Collaborative Community of Practice School and a Mentor School. We were selected to be an exemplary site for the Teachers College Reading Writing Project. Ps 112 is a Professional development School in collaboration with the Hunter College School of Education.

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

There has been a coordinated effort by the Integrated Learning Center (ICI), PS 112's learning Support organization and the New York City Department of Education in posting and disseminating information about job openings and interviews. PS 112 is a Professional Development School in collaboration with Hunter College and as a result, if an opening occurs we are able to hire teachers that are highly qualified. We also collaborate with the Steinhardt School of Education at New York University and Columbia University, Teachers College. PS 112 provides intensive high quality professional development for teachers. The school has a full time literacy and math coach who provided ongoing coaching, modeling and training and in class support. The ongoing professional development by these specialists is key to ensuring high quality instruction. It also ensures that teachers have a solid understanding of literacy and math. PS 112 has teacher leaders on each grade level that provide coaching and modeling for other teachers on their grade. All new teachers are provided with a highly qualified mentor. PS 112 has a Teachers College Reading and Writing Project Staff Developer who works intensively with the entire staff throughout the school year. The Teachers College Professional Development is differentiated and teachers chose to participate in study groups that meet their specific needs and/or interests. Teachers participate in leadership Study groups at the Teachers College Reading Writing Project and also attend monthly calendar days. Ps 112 is also a teachers College Reading Writing Project School Scholar In Residence School and the teachers participate in additional professional development. There are a variety of study groups that teachers participate in throughout the year based on interests and needs. Some of the study groups are: English Language Learners Study Group; Student Intervention Study Group; a Technology Study Group; Asperger Syndrome Disorder Study Group; A Co-teaching Model Study Group; A Math Study Group, the Inquiry Teams (comprehension and vocabulary). All teacher on each grade level participate in a math inquiry study group. Leadership is distributed and PS 112 teachers serve on the following cabinets: literacy, math, English Language learners, and special education and technology cabinets. PS 112 has a Professional Development Advisory Committee.

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

PS 112 has a strong Parent Involvement Program. Twice a month parents participate in their child's classroom in our Parents as Reading Buddies and Parents as Math Buddies Program. In the Buddies Program, teachers model strategies that the parents can use at home to support their child's learning. Parents are provided with books to read with their child or are provided with Math materials to take home. Parents have the opportunity to participate in monthly writing celebrations, poetry celebrations, the 100th day of school celebration, arts exhibitions and performances as well as multi-cultural celebrations throughout the year. We provide the parents with workshops in math, literacy, content areas (science and social studies), video conferencing events, health workshops, etc. PS 112 has an ESL class that meets twice a week. There is a Title III Parent program that meets once a week while their child attends the Title III after school enrichment program. All letters, flyers, monthly calendars, newsletters are translated. Parents are provided with translation during meetings and conferences and all workshops. Monthly curriculum calendars are sent home to ensure that parents know what their child is learning in all subject areas. This is translated as well. PS 112 has an active Parents Association and there are seven parent members on the School Leadership Team.

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.

PS 112 reaches out to the local Head Start and Pre Kindergarten Programs to assist in the transition from early childhood programs. PS 112 has open houses, conducts tours for potential new parents, we attend information sessions at local pre-schools and head start programs as well as other neighboring elementary school programs.

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.

PS 112 includes teachers in the decisions regarding the use of academic assessments. We monitor achievement of individual students on a monthly basis using a variety of assessments. Based on the information from the assessments, any student that is identified as “at risk” is provided with an intervention to target his/her specific needs. The intervention is monitored to determine the effectiveness of the intervention. We use a variety of assessments that are delineated in the CEP.

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.

PS 112 has two full time Reading Recovery and a third “F Status” Reading Recovery teacher. They work with “at risk” first graders one on one and in small groups. The three Reading Recovery teachers “push in” to first grade classes and provide small group instruction to “at risk” students. The fourth Reading Recovery teacher works with “at risk” second grade students one on one. All Kindergartens have trained instructional paraprofessionals that work with students in small groups and individually with “at risk” students. The SETSS teacher also works with “at risk” non-mandated students in small groups and individually. Our extended day program provides one on one tutoring for all students identified as “at risk” in reading or math. They are provided with targeted interventions to meet their specific needs. All classes in grade K-2 provide small group differentiated instruction to “at risk” students based on assessment data. Any student identified as “at risk” is provided with an intervention. The AIS team meets monthly to monitor the effectiveness of the intervention each “at risk” student is receiving. The AIS team monitors each student’s progress on a monthly basis.

Ps 112 is an early childhood school and as a result has reduced class size. Teachers work with students in small groups and with individual student to target their specific needs. Because of reduced class size, there are increased student /teacher interactions. A trained paraprofessional works with “at risk” students and provides one on one tutoring using a research based decoding/phonics program (Foundations). These academic intervention services are provided during the school day. There is an extended day program for “at risk” students in grade 1 and 2. The specific need of each student is targeted during the extended day program.

All instruction is differentiated. Teachers provide differentiated instruction through grouping and learning centers in math during the 60 minute math block. PS 112 has reduced class size and therefore, small group differentiated instruction in mathematics is provided to all students based on each student’s identified needs.

PS 112 has a daily 120 minute literacy block and a 60 minute math block.

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.

School Leadership Team includes seven parents, the principal teachers and support staff, a paraprofessional and ensures the effective coordination of services and programs for all of our students. In addition, the principal meets weekly with the cabinet to ensure that the coordination of services to all students. Title I services are integrated with Title I professional development initiatives, bilingual programs (Title III and Part 154), special education initiatives and services for students living in temporary housing. All programs support the attainment of high standards for all children.

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 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.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$268,066	x	19,20,21,23,24,25,26,27,28,29,30,31,32, 34,48-55, 40-41;45-47;56-70, 81- 105,74-81
Title I, Part A (ARRA)	Federal	X			\$66,673	x	19,20,22,3,25,26,7,28,29,30,31,33,34, 56-70; 71-84
Title II, Part A	Federal	X			\$138,239	x	19-32; 56-70
Title III, Part A	Federal	X			\$15,000	x	22,25,26,33, 66-69
Title IV	Federal			N/A	N/A	N/A	
IDEA	Federal	X			\$36,738	x	25,26,31,30,40-41;45-47;63-64
Tax Levy	Local	X			1, 665,346	x	19-35; 56-70

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.

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

PS 112 has five students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

PS 112 provides services as needed to SITH students. Academic Intervention Services are provided to students that need academic support and when needed support from the social worker. Supplies such as notebooks, pencils, backpacks, clothing, uniforms, etc. are provided to students as necessary. Transportation is provided to students as needed.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 112 Jose Celso Barbosa					
District:	4	DBN:	04M112	School		310400010112

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	28	36	36				NR
Kindergarten	104	92	99				
Grade 1	94	105	77				
Grade 2	111	89	111				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	6	6				
Total	337	328	329				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	91.3	94.7	93.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	85.8	93.8	93.8

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	8	17	15

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	2	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	26	26	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	47	47	48	Superintendent Suspensions	1	0	0
Number all others	28	18	26				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	45	48	TBD	Number of Teachers	51	54	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	8
# receiving ESL services only	25	21	TBD	Number of Educational Paraprofessionals	1	1	7
# ELLs with IEPs	3	28	TBD				

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	100.0	100.0
				% more than 2 years teaching in this school	70.6	75.9	87.3
				% more than 5 years teaching anywhere	62.7	61.1	69.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	94.0	94.5
American Indian or Alaska Native	2.4	3.0	1.5	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	31.5	27.7	26.1				
Hispanic or Latino	59.6	57.3	62.9				
Asian or Native Hawaiian/Other Pacific	1.8	3.4	2.7				
White	3.0	4.6	6.7				
Male	57.9	57.0	59.9				
Female	42.1	43.0	40.1				

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:		Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	-					
Hispanic or Latino	v	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	-					
Student groups making	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:	40.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	13.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.3						

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

**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 2	District 04	School Number 112	School Name Jose Celso Barbosa
Principal Eileen Reiter		Assistant Principal Carmen Colon	
Coach Bernice Arricale, Literacy		Coach Irma Colon, Math	
Teacher/Subject Area Rachel Lindsay, ESL		Guidance Counselor None	
Teacher/Subject Area Sandra Castro, SE, TBE		Parent	
Teacher/Subject Area Fadwa Nacel, TBE		Parent Coordinator Diana Martinez	
Related Service Provider Verena Valck, SETSS, TBE		Other type here	
Network Leader Dan Feigelson		Other type here	

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	1	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	338	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	22.49%
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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.

PS 112 is a K-2 school and therefore does not have SIFE students, long-term ELLs, or standardized testing grades.

When a student enters PS 112 as a new admit (either as a Kindergarten student or as a transfer from outside the city of New York), the parent and child are present during registration in order to have the Home Language Information Survey (HLIS) administered to the parents by a certified pedagogue as well as an interview with the child. Based on the questions answered by the parent, and the responses given during the interview with the child, a determination is made regarding the child's home language (HL). If the HL is determined to be other than English, the language code (e.g., MN for Mandarin Chinese) is entered on the HLIS. Only those new students with a HL other than English are eligible to be administered the Language Assessment Battery-Revised (LAB-R) exam.

When a student enters PS 112 as a transfer s/he is screened using ATS to see if a home language code has been entered by another school in the New York City Department of Education (NYCDOE). If a language other than English has been entered, the student's information is then checked to see if s/he has ever been administered the LAB-R exam. Based on those results, the student is either tested or placed in the appropriate setting. If the student was given the LAB-R and tested as a proficient speaker of English, the code "N" will appear in the student's exam history indicating that they are "not eligible". In other words, they are not considered an English Language Learner (ELL) and are not eligible for English as a Second Language (ESL) services. The student would then be placed in a monolingual (English) classroom setting and the parent will be notified of their child's results and placement.

The pedagogue at PS 112 who is responsible for identifying ELLs, testing ELLs, notifying parents, and conducting interviews is Rachel Lindsay, the ESL teacher. She has a Master's degree in, and is a certified teacher of ESL. She also speaks Mandarin Chinese, French, and German. When Spanish translations are needed for the initial screening interviews, she elicits the assistance of the Parent Coordinator Diana Martinez who is a fluent and native speaker of Spanish.

If the student has not tested beyond the advanced level of English proficiency on the LAB-R, s/he is then considered an ELL and is eligible for ESL services. If the student has not tested beyond the advanced level of English proficiency and their language code identifies them as having a home language of Spanish, they are then administered the Spanish LAB-R exam in order to determine whether a Spanish Transitional Bilingual Education (TBE) class could be offered as an appropriate setting for the student. The student's level of English proficiency is determined using the scoring system set by the testing board. PS 112 is a K-2 school and therefore the cut scores are as follows:

Grade	LAB-R Score	Proficiency Level	ESL Units of Study	LAB-R Score	Proficiency Level	ESL/ELA Units of Study
K	0-17	Beg./Int.	2 ESL	18-26	Adv.	1 ESL / 1 ELA
1	0-21	Beg./Int.	2 ESL	22-33	Adv.	1 ESL / 1 ELA
2	0-32	Beg./Int.	2 ESL	33-48	Adv.	1 ESL / 1 ELA

In New York City, there are three distinct types of ESL programs available to students which are listed below:

- **Freestanding ESL Program** – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL strategies and providing native language support wherever possible. The ESL lab at PS 112 is equipped with native language books, posters, and other materials. The students have access to an audio lab with native language resources and rich resources via the internet. The ESL teacher also communicates with the parents using native language materials where available. The ultimate goal of this program is that the student achieves a proficient level of English in all four language modalities.
- **Transitional Bilingual Education (TBE) Program** – The key features of the Transitional Bilingual program are that the child receives instruction in both their home language as well as the target language (which is in this case English). The program model begins the school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student's home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual

classroom setting.

- Dual Language (DL) Program – The key features of the Dual Language program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year, usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

At PS 112 (a Kindergarten through Second grade school) we have a Freestanding Pull-Out model ESL Program with a total of 32 students as well as a Transitional Bilingual Program (TBE) with the following breakdowns per class: one Kindergarten TBE class with 12 students; one Grade 1 TBE class with 9 students; one Grade 2 CTT TBE class with 13 students; and one Grade K/1/2 TBE SE class with 10 students. We do not at this time have a Dual Language Program.

After the student has been determined to be eligible to be tested and has taken the LAB-R exam, the parent will be notified of the child's score as well as a choice of dates to come to a Parent Orientation in order to be fully informed of all the choices of setting available for their child in the city of New York. This year we had two parent orientations in order to ensure that every available opportunity was given to the parents to attend. The first was held on Thursday September 24th and the second on Friday September 25th. At the Parent Orientation, the ESL coordinator, the parent coordinator, as well as any necessary translators will provide all the information (listed above) regarding the three different ESL programs available to them and their child in the city of New York. They will see an Orientation video, listen to a presentation of all ESL-specific program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All brochures, information, and forms will be disseminated in the parents' native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available at PS 112, they will be informed that they can either choose a secondary option or we will aid them in finding a school where their preference can be fulfilled.

The ESL Coordinator is responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as regular phone calls to ensure that all forms are read and returned. If after letters are sent home without a response, second and third attempt letters are sent. Though not required, the ESL Coordinator at PS 112 keeps parental receipts of letters sent home indicating that the parent has received all pertinent information regarding their child's ESL education. If a parent is unable to attend the Parent Orientation, every attempt to inform them of their choices and to receive a completed Parent Choice Form will be made on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

Parent choice dictates ELL classroom placement in every case. If a TBE program is available and the parent selects it as their first choice, the student is necessarily placed in that setting. Currently at PS 112 we have a TBE for Spanish on every grade level. If 14 or more parents with a HL other than Spanish choose a TBE program for their children as their first option, that program will be created.

If a newcomer enrolls at PS 112 any time after the beginning of the year, this process is repeated on an individual basis. First, a determination is made as to whether or not the student is new to the New York City Department of Education (NYCDOE) based on records found in ATS. If the student has not been a student in the NYCDOE prior to their enrollment at PS 112, the student's parents are administered the HLIS by a qualified pedagogue. If a determination is made that the student is eligible for LAB-R testing, s/he will be given the assessment. If after completing the LAB-R, the student did not achieve a proficient score, s/he will become eligible for ESL services. At this point, the parent will be invited to the school for the ESL orientation described above and to make the program selection. After the parent has selected the program they feel will most effectively assist their child with learning the English language, the child will be placed accordingly and continue receiving services.

Parent Choice at PS 112

- Parent Orientations are conducted throughout the year for the parents of newly enrolled English Language Learners to provide them with information about the appropriate programs for their child based on the LAB R assessment. There are opportunities for parents

to observe classes, ask questions, view a video in their native language and meet with teachers regarding English language services

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(40% Arabic, 60% other)</small>	14	10	23											47
Dual Language <small>(50% Arabic, 50% other)</small>														0
Freestanding ESL														0
Self-Contained Push-In	15	8	9											32
Total	29	18	32	0	0	0	0	0	0	0	0	0	0	79

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	79
SIFE	0	ELLs receiving service 4-6 years	0
		Special Education	10
		Long-Term (completed 6 years)	0

Parents are encouraged to meet with their child's teacher during parent teacher conferences at least twice a year as well as... 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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	0	17	0	0	0	0	0	0	44
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	32	0	6	0	0	0	0	0	0	32
Total	76	0	23	0	0	0	0	0	0	76

Number of ELLs in a Title III program who are in alternate placement... only the NYSESLAT can determine whether they are ELLs or former ELLs and therefore when they continue or cease services as the case may be. Once the student is determined to be English proficient, s/he will enter a monolingual classroom setting while continuing to receive ESL supports for 1-2 years.

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

Part III: ELL Demographics

Chinese															0
Russian															0
Bengali				K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>						0
Urdu				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 type="checkbox"/>					0
Arabic															0
Haitian															0
French															0
Korean															0
Punjabi															0
Polish															0
Albanian															0
Yiddish															0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	14	10	20	0	0	0	0	0	0	0	0	0	0	44

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	11	4	8											23
Chinese	1	2	0											3
Russian														0

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
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1											4
TOTAL	15	8	9	0	32									

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.

The Free-Standing ESL program operates using the Pull-Out model. The ESL teacher groups ELLs according using information gleaned from their reading levels, need area, and areas for improvement. These indications can be found through formal and informal assessments. The grade level curriculum and assessments are aligned to the NYC and NYS ELA, NLA, ESL Standards in science, math, social studies, and technology. This curriculum is presented in English and/or the home language as the program designates. There is a daily 120 minute literacy block and a 60 minute math block. During the literacy block, all students are provided with English as a Second Language instructional strategies that are research based. Children are provided with phonemic and phonological instruction to develop decoding skills. Fluency and comprehension skills are taught using ESL strategies and native language supports. Our students are taught writing skills as well as the conventions of print. The daily 120 minute literacy block has the following components: read aloud, shared reading, word study, independent reading, guided reading and writing. Instruction is provided in two languages according to the model of the Transitional Bilingual Program as per the LAP. All curriculum and instruction is parallel to the ELA and NLA standards as well as ESL scaffolding methodologies.

All classroom teachers at PS 112 receive NYSESLAT information sessions to discuss students' proficiency levels and need areas. The ESL

teacher provides all classroom teachers with NYSESLAT results as well as the LAB-R results in order to maintain appropriate communication across classroom environments. Constant communication between the ESL teacher and the classroom teachers occurs in order to ensure that students are grouped appropriately throughout the year as progress is made.

Instruction in literacy and the core curriculum is provided in accordance with the program models and levels of English language proficiency. Content area instruction is rigorous. The classroom environments support risk taking and there is evidence of strong oral and written language throughout the school. At PS 112 we have begun a widespread Inquiry-Based Curriculum. This type of student-driven instruction has given the students ownership over their learning and a set of tools for research which will service their academic disposition throughout their entire scholastic career. Teachers at PS 112 expect students to achieve at high levels of performance. Students are provided with instructional strategies that challenge the students to think critically. Native language support is used to help students acquire proficiency in the English language as articulated by the school LAP, NYSESLAT, as well as the LAB-R. ESL, ELA, NLA and content area instruction in all classrooms is informed by the NYSESLAT scores and other assessments, and meets the requirements of CR Part 154.

Classrooms are organized to provide student centered instruction and flexible grouping has been implemented. The school and classroom libraries provide students with a rich collection of authentic literature and resources in native languages. Instructional materials, teacher schedules, student writing and projects as well as student data that demonstrate that there is quality instruction on each grade level are on display around the school. Students have access to technology in the library, computer lab and in their own classrooms. Differentiated instruction is a driving force at PS 112 in giving the ELL population of students the support they require to succeed. ESL instruction is implemented using current research-based strategies. Teachers are provided with support in keeping up-to-date with the most current pedagogical theories with substantial administrative offerings; teachers are given the opportunity to join various study groups, cabinets, and other groups which allow them to discuss, debate, and learn from other teachers and administrative leaders.

Instructional materials and books are standards-based and age appropriate. Teachers keep themselves fully informed of their students' reading levels and interests so that they may guide their instruction to compliment their students' needs and strengths. ESL and NLA instruction uses the balanced literacy model as well as Inquiry to provide the necessary language development to meet the needs of the individual students. The Transitional Bilingual Program provides native language (NL) instruction in the content areas. Content area instruction is provided in both languages and is aligned with all the standards. The Freestanding ESL Program is a Push-In/Pull-Out model and provides content-based instruction in English with native language supports. The ESL instructor at PS 112 uses an Inquiry-Based methodology to give the students an approach to learning which will greatly benefit them in all their scholastic endeavors.

PS 112 is an early childhood school and has grades PreK-2. The ESL teacher also works in the Push-In format with the Pre-K classes. The following assessments are used: Teachers College Assessments, NYSESLAT, LAB-R, monthly guided reading reports, writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at PS 112 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning.

SIFE AND LONG-TERM ELLs

As a K-2 school, PS 112 does not, nor will ever have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 112 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.

NEWCOMERS

Beginning (newcomers) as well as intermediate students receive 90 minutes of ESL daily (360 minutes per week). Advanced students receive 180 minutes of ESL instruction per week. The TBE program offers these same amount of ESL instruction in addition to 45 minutes of Native Language Arts daily as well as content area instruction in English with support in Native Language as needed.

At PS 112 all students learn using the workshop model which includes read alouds, shared reading, guided writing, shared writing, interactive writing, and word study. Students also take part in inquiry-based learning. In addition to the pull-out ESL program, advanced students receive ELA instruction in their classrooms.

ELLs RECEIVING SERVICES 4-6 YEARS

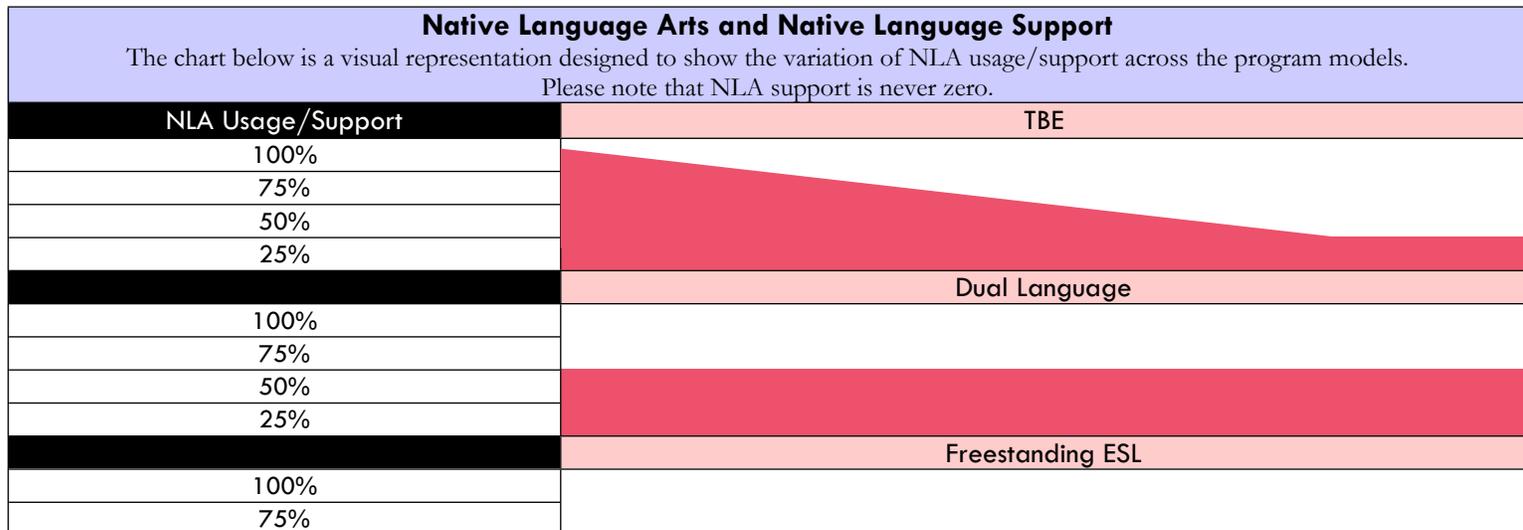
As a K-2 school, PS 112 only has students receiving services for 4 years or longer in the event that an ELL is held over. When this occurs, teacher-led focus groups gather to discuss and observe these students using an inquiry-based approach. After meeting with the student's classroom and out of classroom teachers, they use their observations and assessments to inform their instruction when differentiating lessons for those students. The AIS and resource room teachers are also included in the individualized observation process of these students who have been held over.

SIFE AND LONG-TERM ELLs

As a K-2 school, PS 112 does not, nor will ever have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 112 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.

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



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?

ELLs WITH DISABILITIES

Our ELLs with disabilities are given the same attention our English-proficient population is given. They are first evaluated and then given any and all services they are determined to benefit from. Differentiation of instruction in the regular classroom, small group work either in the classroom or in the pull-out format, SETSS, and AIS help are all provided for these students.

TARGETED INTERVENTION PROGRAMS

At PS 112 teachers collaborate in groups and meetings to better inform our inquiry-based learning curriculum. Speech, OT, PT, Reading Recovery, Resource Room, the push-in and pull-out models for small group instruction are all available to students at PS 112. Bilingual services are offered in Spanish when available.

CONTINUED SUPPORT FOR ELLs ACHIEVING PROFICIENCY ON NYSESLAT

Students who achieve proficiency on the NYSESLAT continue to receive support in the form of Native Language literature in the classroom, Bilingual Speech services (for those students who would benefit from it), as well as consistent communication between the ESL department and the classroom teachers to ensure that the students maintain all necessary supports. Students who test proficient on the NYSESLAT are also eligible to be seen by ESL service providers at-risk for 2 years following their proficient status. PS 112 is a K-2 school and therefore does not have testing grades. In the event that the school had grades in which standardized tests were administered, however, these students would continue to receive testing modifications for the 2 years following their proficient status.

PROGRAMS, DISCONTINUATIONS, AND IMPROVEMENTS

At PS 112 we have instituted an inquiry-based approach to our curricula and have been improving upon it for the past four years through whole-school collaborations and team learning. Our goal is to continue progress in the inquiry-based approach in order to give our students the opportunity to learn using higher order and critical thinking skills.

Because we have found that DIEBELS was not properly aligned to our curricula in order to give us accurate data on our students, we have discontinued its use. We are now using Teachers College created assessments which more appropriately assess our students with regard to the workshop model.

We have learned as a school from our program and our LAP that students who have been in our school since PreK/Kindergarten should begin to transition to English in grade 2. We must provide guided reading in the native language in Kindergarten earlier in the year. When students are provided with strong native language instruction, they are then able to transition all the skills over the second language.

We will take several specific actions to continue the improvement of the education of our English Language Learners in several ways. First we will continue ELL study groups and provide continuous ELL professional development to all the teachers. Teachers will be provided with opportunities to attend DOE and city professional development. We will continue to rigorously monitor student progress monthly using a variety of authentic assessments. We will always ensure that we implement all components of the 120 minute literacy block, the 60 minute math block and ensure that content is supported by instructional materials. We will use current research based strategies to improve instruction as well as to monitor instructional planning for evidence of rigorous and challenging content. PS 112 is dedicated to continued improvement in the areas of standards based student learning, inquiry and the use of data to inform curriculum planning and instruction. It is our goal to provide even more opportunities for interactive writing in the content area of English and to further explore the scholastic benefits of inquiry-based curricula.

In order to continue the implementation of these goals, support required will be as follows: PS 112 staff will need to stay abreast of all current research pertaining to ELLs, also the creation of study groups will need to continue being formed in order to explore specific focuses aimed at ELLs. Research has indicated that small study groups are an effective method for new knowledge acquisition. At PS 112, we will continue offering small study groups to ensure that all teachers can reach their mandated 7.5 – 10 hours of professional development in ESL methodologies.

ELLs HAVE EQUAL ACCESS TO PROGRAMS AND SERVICES

ELLs have equal access to all programs and services offered at PS 112 which include the Stanley Isaacs after school program, Title III, Music and Movement, Music and the Brain, Science, Art Studio, and Extended Day.

AFTER SCHOOL AND SUPPLEMENTAL SERVICES

ELLs are offered after school and supplemental services such as the Stanley Isaacs after school program, Extended Day, the Teachers College Reading and Writing Project, the Saturday Academy, the READ Program, and the Title III program for ELLs.

TECHNOLOGY, LANGUAGE, AND INSTRUCTIONAL MATERIALS

Classrooms are organized to provide student centered instruction and flexible grouping has been implemented. The school and classroom libraries provide students with a rich collection of authentic literature and resources in native languages. Instructional materials, teacher schedules, student writing and projects as well as student data that demonstrate that there is quality instruction on each grade level are on display around the school. Students have access to technology in the library, computer lab and in their own classrooms. Differentiated instruction is a driving force at PS 112 in giving the ELL population of students the support they require to succeed. ESL instruction is implemented using current research-based strategies. Teachers are provided with support in keeping up-to-date with the most current pedagogical theories with substantial administrative offerings; teachers are given the opportunity to join various study groups, cabinets, and other groups which allow them to discuss, debate, and learn from other teachers and administrative leaders.

NATIVE LANGUAGE SUPPORT

In all classroom environments including TBE, CTT, ESL Push-In and Pull-Out models, and all other environments, students are given native language reading materials when available. Instructional materials and books are standards-based and age appropriate. Teachers keep themselves fully informed of their students' reading levels and interests so that they may guide their instruction to compliment their students' needs and strengths. ESL and NLA instruction uses the balanced literacy model as well as Inquiry to provide the necessary language development to meet the needs of the individual students. The Transitional Bilingual Program provides native language (NL) instruction in the content areas. Content area instruction is provided in both languages and is aligned with all the standards. The Freestanding ESL Program is a Push-In/Pull-Out model and provides content-based instruction in English with native language supports. The ESL instructor at PS 112 uses

an Inquiry-Based methodology to give the students an approach to learning which will greatly benefit them in all their scholastic endeavors.

RESOURCES CORRESPOND TO ELLs LEVELS

All classroom materials are aligned to students' current reading levels, content areas, and/or proficiency levels as an ELL. PS 112 has also begun using a new word study program this year called Words Their Way which is specifically tailored for English Language Learners. The ELLs have materials for this curricula which are specifically suited to their particular need areas. Weekly assessments which correspond with the word study program inform instruction for the educators to ensure that the students' levels are being considered and that they are continually meeting new challenges.

Currently PS 112 does not offer language electives.

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)?

N/A

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.

PROFESSIONAL DEVELOPMENT

Professional development at PS 112 is comprehensive, ongoing, and focuses on the academic support needs of ELLs. The classroom environments and teaching practices demonstrate effective strategies for the teaching of balanced literacy, math and content area instruction. PS 112 has an ELL study group that meets weekly to ensure that the bilingual, ESL, as well as general education teachers are provided with the support necessary to continue to address the linguistic development and academic achievement of the ELL students. In this group discussions are held with regard to current ESL research and the implication for instruction. The teachers are responsible for preparing for each meeting by reading various texts and articles based on the most recent findings for the optimum instructional methodologies for ELLs.

TRANSITIONING STUDENT SUPPORT

PS 112 is a K-2 school and students are given the opportunity at the end of their second grade school year to visit the 3-5 school (PS 206) whose buildings are adjacent to one another. ELLs who are in the Pull-Out ESL program take a tour of PS 206 in together with their regular groups and ELLs in the TBE program take a tour of PS 206 together with their classmates. The ESL teachers, Rachel Lindsay at PS 112 and Gretchen Visser at PS 206 are regular collaborators and continue communication throughout the year regarding transitioning students. The ELLs in the Pull-Out ESL program have the opportunity to meet the ESL teacher at PS 206 and take part in a Question and Answer session with her.

ESL TRAINING FOR STAFF

The ELL Network Instructional Specialist, math and literacy coaches provide ongoing and comprehensive professional development support to bilingual teachers. The bilingual teachers as well as the ESL teacher attend the Teacher's College Reading and Writing Project Calendar Days at Columbia University. All bilingual teachers have studied the ESL and NLA standards. The general education teachers have completed the 7 ½ hours of training in ESL methodologies and we provide this training for all the new general education teachers. All bilingual teachers as well as general education teachers are encouraged to participate in NYC Department of Education conferences and professional development to support linguistic and academic achievement for ELLs.

All teachers in both general education as well as bilingual education are provided with common grade level meetings for professional

development and curriculum planning in literacy, math, science, and social studies. There is a bilingual teacher leader that supports the

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)	13	13	8											34
Intermediate(I)	0	4	16											20
Advanced (A)	16	2	2											19
Total	29	18	26	0	0	0	0	0	0	0	0	0	0	73

The bilingual SETSS teacher works with all teachers on ways to scaffold learning and differentiate instruction. The ESL teacher is multi-lingual

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	Parental Involvement	13	1	1										
	Describe parent involvement in your school, including parents of ELLs.	0	5	7										
	Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?	6	9	11										
	How do you evaluate the needs of the parents?	25	3	5										
READING/ WRITING	How do your parental involvement activities address the needs of the parents?													
	are celebrated at PS 112 by involving the parents in sharing cultural stories, food, dress, and their native language. The students	22	13	6										
	ample opportunities to interact with children and parents from other cultures and to exchange stories and ideas with one another.	0	4											
	we have luncheons and arrange extracurricular activities for parents of ELLs. Our students' parents are encouraged to join their	0	0											
	any field trips or special festivals sponsored by our school. Such field trips may include visits to the Museo del Barrio, the Bronx													
	the NYC Aquarium.	1	1	4										

NYS ELA

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

by making sure they are included in all school and community activities. The Parent Coordinator has workshops for parents based on their

NYS Math

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

Part V: Assessment Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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									0
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				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

As a K-2 school, PS 112 does not administer the NYS ELA, ELA NYSAA, Math, Math NYSAA, Science, Science NYSAA, Social Studies, or Social Studies NYSAA assessments.

Our analysis of the NYSESLAT results by modality show that in kindergarten the strengths are in the speaking and listening sections and that the areas for improvement are in the reading and writing areas, in first grade most of the students' strengths are in the speaking, listening, and writing sections and that the areas for improvement are in the reading areas, in second grade the strengths are in the speaking and listening sections and that the areas for improvement are in the reading and writing areas.

EVALUATION OF ELL PROGRAM SUCCESS

PS 112 is an early childhood school and has grades PreK-2. The ESL teacher also works in the Push-In format with the Pre-K classes. The following assessments are used to evaluate ELL success: NYSESLAT, TCRWP, LAB-R, reading assessments, conferencing notes, collaborative assessment of student progress in teacher / service provider meetings, monthly guided reading reports, writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at PS 112 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning.

After examining all the assessment results and data, the teachers and staff who work with ELLs can continue the speaking and listening teaching methodologies and focus more energy on the reading and writing teaching methodologies. The ultimate goal of the ESL program is to equip the students with the tools necessary to achieve proficiency in all four language modalities (listening, speaking, reading, and writing). Once they have attained such proficiency, they will be better prepared to achieve success in all content areas of their scholastic endeavors. The key of this undertaking is not to reduce the students' exposure to content, but rather to enrich the introduction of their regular content area studies using such ESL methodologies as Total Physical Response (TPR), the use of pictures and gestures, accessing students' prior knowledge, role playing, varied exposure to all forms of media, a heightened awareness and sensitivity to the students' home culture and

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.

Additional Information

See attached graphs.

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		

	Other		
	Other		
	Other		

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s)) K,1 and 2 **Number of Students to be Served:** 40-50 **LEP**
Non-LEP

Number of Teachers 4 **Other Staff (Specify)** Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

SUPPLEMENTAL PROGRAM for ENGLISH LANGUAGE LEARNERS– After-school Literacy/Inquiry in the Content Areas (Science and Social Studies) through a Inquiry based approach

The target population for the supplemental Inquiry based- learning program will be for English Language Learners in the TBE programs grades K – 2 in general and special education, as well as students who are Ells in the ESL program. The program will begin on November 2009 and will continue through May 2010. The children will attend the after-school program every Thursday from 2:40- 3:40. The parents will attend parent workshops once a week.

PS 112 is an early childhood serving students Pre-Kindergarten through grade 2. The school presently has 327 students.

All five bilingual teachers are fully certified. The SETSS teacher is a certified bilingual special education teacher. The ESL teacher is fully certified. There is a bilingual paraprofessional that serves the bilingual students in the bilingual special education class. All the bilingual teachers are highly qualified.

This year, there are 45 students in bilingual transitional program. There are 18 students in the special education bilingual transitional program. There are 22 students in the free standing ESL program. There are a total of 69 ELLs presently enrolled at PS 112.

- *Kindergarten Transitional Bilingual Program has 12 students*
- *Kindergarten ESL Pullout Program has 7 students.*

- *First grade Collaborative Team Teaching Transitional Bilingual Program has 17 students.*
- *First/Second grade transitional Bilingual Special Education Program has 10 students*
- *First grade ESL Pull out/ Program has 2 students*
- *Second grade Transitional Bilingual Program has 8 students.*
- *Second grade ESL Pull out/Push in Program has 14 students.*

The languages spoken by ELL's are: Spanish, Arabic, Wolof, French, Bengali and Chinese.

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.

Professional development at PS 112 is comprehensive, ongoing, and focuses on the academic support needs of ELLs. The classroom environments and teaching practices demonstrate effective strategies for the teaching of balanced literacy, math and content area instruction. PS 112 has an ELL study group that meets weekly to ensure that the bilingual, ESL, as well as general education teachers are provided with the support necessary to continue to address the linguistic development and academic achievement of the ELL students. In this group discussions are held with regard to current ESL research and the implication for instruction. The teachers are responsible for preparing for each meeting by reading various texts and articles based on the most recent findings for the optimum instructional methodologies for ELLs.

The ELL Network Instructional Specialist, math and literacy coaches provide ongoing and comprehensive professional development support to bilingual teachers. The bilingual teachers as well as the ESL teacher attend the Teacher's College Reading and Writing Project Calendar Days at Columbia University. All bilingual teachers have studied the ESL and NLA standards. Most of the general education teachers have completed the 7 ½ hours of training in ESL methodologies and we provide this training for all the new general education teachers. All bilingual teachers as well as general education teachers are encouraged to participate in NYC Department of Education conferences and professional development to support linguistic and academic achievement for ELLs.

All teachers in both general education as well as bilingual education are provided with common grade level meetings for professional development and curriculum planning in literacy, math, science, and social studies. There is a bilingual teacher leader that supports the bilingual teacher as well as the general education teachers with regard to the needs of their ELL population. PS 112 provides its teachers with preparation periods so that they might collaborate with one another so that they might give their shared students a seamless transition throughout the school day. These collaborations also better serve the students in that if both teachers are supporting each other in content area planning, the students' likelihood for retaining content is greatly increased by receiving reinforced instruction from more than one area.

At PS 112, the Assistant Principal is a former Bilingual classroom teacher and has a lengthy career in ESL techniques, methodologies, as well as an intimate knowledge of the administrative domain. She leads ELL study groups as well as one-on-one support for teachers who want to enrich their ESL instruction abilities. The math coach is a former bilingual teacher and therefore uses the scaffolding techniques and methodologies she has mastered to better support Ells as well as general education teachers with an ELL population. The literacy coach is a former special education teacher and works with all teachers on ways to enrich the differentiated instruction taking place in their classrooms. The bilingual SETSS teacher works with all teachers on ways to scaffold learning and differentiate instruction. The ESL teacher is multi-lingual and has a master's degree in ESL instruction. This group of teachers provides PS 112 with a wealth of knowledge and experience on how they can meet the specific needs of ELL students and ELL students with special needs.

The aim of professional development is to provide, deepen and sustain teacher knowledge in a comprehensive balanced literacy program, to learn ESL methodology/approaches, to create a school environment conducive to the acquisition of English in as short a time as possible, learn how to plan for effective language learning, assessing language needs, effective questioning techniques, learning how oral language development is linked to literacy development and to the processes of thinking and learning and reading in a second language. This goal will be achieved through study groups. A fraction of every professional development workshop is dedicated to the application of the subject discussed, whether it is in the teaching of Science, Social studies, math, technology or the Arts, to the language development, strategies and methodologies applicable to the instruction of Ells. Teachers will continue to be provided with professional development to deepen their knowledge in all components of a Balanced Literacy and its application to English language learners. The aim of professional development is to provide deepen and sustain teacher knowledge in ESL methodology/approaches, to create a school environment conducive to the acquisition of English in a supportive environment, learn how to plan for effective language learning, assessing language needs, effective questioning techniques, learning how oral language development is linked to literacy development and to the processes of thinking and learning and reading in a second language.

This goal will be achieved through study groups. Some areas also to be discussed in the study groups are:

- Creating and maintaining a dynamic classroom pace and atmosphere, thus capturing and holding student attention.*
- Fostering spontaneity and creative expression, eliciting an extremely high rate of student response from the earliest to the advanced stages of language training.*
- Eliminating the learner's natural self-consciousness and fear of mistakes.*
- Emphasizing the relevance of the language to the student's own life experiences and engage the student on an emotional level.*
- Equipping teachers with ESL methodologies and techniques*

- The teachers will participate in a study group using the book Ladybugs, Tornadoes, and Swirling Galaxies: English Language learners discover their*

world through Inquiry by Brad Buhrow & Anne Upczak Garcia to continue their learning of how to integrate the teaching of English with the content areas of the regular curriculum. The teachers will read, study and discuss the book, Words their Way for ELLs by Donald Bears as well as read and discuss periodicals related to inquiry based- learning in science and social studies. The group will meet weekly for a series of 10 weeks.

III. Project Jump Start: Newly enrolled ELL/LEP students are given a tour of the school, given information about the school and assured that they will be assigned a buddy (who speaks their native language when possible) to help them navigate the first few weeks of school.
