



**P.S. 112Q
THE DUTCH KILLS SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 30Q112
ADDRESS: 25-05 37TH AVENUE
TELEPHONE: 718-784-5250
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 112 **SCHOOL NAME:** Dutch Kills

SCHOOL ADDRESS: 25-05 37th Avenue Long Island City, NY 11101

SCHOOL TELEPHONE: 718-784-5250 **FAX:** 718-784-5681

SCHOOL CONTACT PERSON: Rafael Campos-Gätjens **EMAIL ADDRESS:** RCampos@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Catherine Demarest

PRINCIPAL: Rafael Campos-Gätjens

UFT CHAPTER LEADER: Donna Pickering

PARENTS' ASSOCIATION PRESIDENT: Nury Zambian

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 307

NETWORK LEADER: Ada Orlando

SUPERINTENDENT: Philip Composto

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
Rafael Campos-Gätjens	*Principal or Designee	
Donna Pickering	*UFT Chapter Chairperson or Designee	
Nury Zambrano	*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	
Margaret DiCarlo-Grub	Member/Assistant Principal	
Catherine Demarest	Member/Teacher (UFT)	
Lateshe Lee	Member/Parent	
Claudia Villacres	Member/Parent	
Jennifer Jackson	Member/Parent	
Gilda Ramirez	Member/	
	Member/	

(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.

Our community, Long Island City, is a working class neighborhood in Queens standing in the shadow of the Queensboro Bridge. Many of our students live in the Ravenswood Houses, a working class housing development. The rest of our students live, for the most part, in area apartment houses. In our Long Island City neighborhood, we have a bustling, multicultural population. Our students are 10% White, 18% Black, 45% Hispanic, and 22% Asian or 5% other. In the most exotic city on the planet, ours is the most exotic of neighborhoods, with families transplanted from all over the world. The school building is 57 years old and operates at 100% of capacity. The chart below denotes the average class size per grade.

	General	ICT
Kindergarten	18	19
First	27	28
Second	26	24
Third	22	21
Fourth	26	N/A
Fifth	22	N/A

There are 4 classes in kindergarten and Grade 3. There are 3 classes in Grades 1, 2,4 and 5. Within the school there are 4 ICT classes. There is one ICT per grade in kindergarten, first and second grade and third grade. There are 4 self-contained Special Education classes: one 2/3/4 non-standardized testing class, two 3/4 bridges and one in the 5th grade.

Our school is heterogeneously grouped. In all grades, English Language Learners are serviced using a push-in model. New teachers receive mentoring and staff development on ELL methodology and participate in all staff development that focuses on literacy acquisition and mathematics. Professional Development focuses on best practices in differentiating instruction with an emphasis on scaffolding and spiraling to support our ELL population.

There are 4 self-contained Special Education classes who provide services to students with a multitude of classifications, including: speech impaired, learning disabled, emotionally disabled, mental retardation and other health impaired. Two have a ratio of 12:1:1 and two have a ratio of 12:1. There are 5 teaching assistants (paraprofessionals) who provide support services to children with physical and health related disabilities. Six paraprofessionals provide services to students in need of bilingual instruction.

P.S. 112 is a barrier-free site. As such, 13% of our students are students with various disabilities. All of these students receive the services mandated on their Individual Education Plans. There is an IEP/SETSS teacher, a part-time Physical Therapist, two speech therapists, an adaptive physical education teacher and a full-time nurse who provides all IEP mandated supportive services. There is a therapy room on the premises. Some of our students with physical disabilities are in Integrated Co-

Teaching programs and also general education classes and are serviced by our dedicated team of paraprofessionals. For some students, the nursing services enable them to function in the least restrictive environment. Hearing services are contracted out.

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 format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Dutch Kills				
District:	30	DBN #:	30Q112	School BEDS Code:	343000010112

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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	0	0	0		93.2	93.2	TBD		
Kindergarten	89	60	79						
Grade 1	92	104	75	Student Stability: % of Enrollment					
Grade 2	77	82	104	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	86	72	76		93.1	87.8	TBD		
Grade 4	84	80	75						
Grade 5	94	78	74	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.3	88.3	95.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	8	TBD		
Grade 12	0	0	0						
Ungraded	13	0	9	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	535	476	492		2	1	0		
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		
Number in Self-Contained Classes	49	45	45	Principal Suspensions	11	2	TBD		
No. in Collaborative Team Teaching (CTT) Classes	13	21	24	Superintendent Suspensions	6	6	TBD		
Number all others	19	14	20						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	116	102	108	Number of Staff: Includes all full-time staff			
# Ells with Imps	8	6	30	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	46	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	5	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.8	97.8	TBD
American Indian or Alaska Native	1.3	0.4	0.4	Percent more than two years teaching in this school	80.0	73.9	TBD
Black or African American	18.5	18.5	17.3	Percent more than five years teaching anywhere	71.1	71.7	TBD
Hispanic or Latino	47.5	45.6	45.9				
Asian or Native Hawaiian/Other Pacific Isl.	25.0	24.8	25.4	Percent Masters Degree or higher	93.0	96.0	TBD
White	7.7	9.0	8.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	52.9	55.0	51.0				
Female	47.1	45.0	49.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)	√		
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	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	-	-	-				
Other Groups							
Students with Disabilities	√sh	V	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	44.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	5.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?

ENGLISH LANGUAGE ARTS

Data Analysis/Findings

NYS ELA test results over the past three years 2007-2009 indicate an overall increase in performance levels in each of grades 3-5.

Grade 3 students performing at performance levels of 3&4 increased from 52% to 56%.

Grade 4 students performing at performance levels of 3&4 increased from 61% to 73%.

Grade 5 students performing at performance levels of 3&4 increased from 61% to 72%.

NYS ELA test results for 2009-2010 for students performing at performance levels of 3&4 are as follows:

Grade 3	38%
Grade 4	30%
Grade 5	41%
Overall	36%

Overall for the school, the ELA test scores decreased due to higher cutoffs for scaled scores.

WRAP assessment results, according to Student Growth Monitor, indicate the percentage of students performing at or above grade standard at the end of year:

	2007-2008	2008-2009	2009-2010
Kindergarten	68.33%	79.17%	78.08%
Grade 1	34.21%	28.74%	31.43%
Grade 2	43.75%	46.58%	49.38%
Grade 3	52.17%	67.53%	74.07%
Grade 4	63.16%	62.96%	47.95%
Grade 5	45.07%	52.75%	52.78%

Trends

After examining the standardized tests closely, the following are noticeable trends:

- o Overall performance levels of students in grades 3-5 indicate a consistent increase in reading performance from 54% in 2008 to 67% in 2009 and now 36% due to the new cutoffs.

Comparisons between this years NYS test and previous years tests cannot be made due to the changes in cutoffs for the scaled scores.

- PS112's ELL students and Students with Disabilities have consistently scored the lowest on the New York State ELA Test, Periodic Assessment and School Wide Assessments.

After examining the 2010 NYS ELA item analysis closely, it was noticed that our students are in need of improvement in the following areas:

Current Grade 4: Identifying main idea and details in informational texts and identifying author's purpose

Current Grade 5: Answering short and extended responses, making predictions, drawing conclusions and making inferences about characters

After analyzing the data provided by the Student Growth Monitor, it was determined that the percentage of students who are reading at or above grade level, has shown an increase in Grades 1, 2 and 3. Students in Kindergarten showed a slight decrease of 1%, Grade 4 decreased 15%. Grade 5 remained the same.

Accomplishments

- Implementing Making Meaning in Kindergarten through Grade 5, the Reader's and Writer's Workshop model, including read-aloud, shared reading and writing, literature circles, book clubs, accountable talk, guided reading, author studies, author visits and all other facets of the Balanced Literacy Program.
- A research based writing program, The Write Source, was implemented in grades 3 through 5 to help provide students with the skills they need to succeed in school and prepare them for college and the workplace. Students develop their thinking skills as they choose and develop topics, find information, evaluate the quality of sources, think through relevant issues, formulate a thesis, support an argument, and draw logical conclusions.
- Provide Academic Intervention Services in ELA for at-risk students through the content areas, City Year volunteers, IEP teacher and reduced class size personnel. Incorporate support programs materials: AWARD Reading, Benchmark Education, Headsprout, Performance Series, Renzulli Learning, etc.
- Collaborative Inquiry Teams in grades 1-5 in Literacy.
- The Literacy Coach provides specialized strategies for literacy instruction that support the Balanced Literacy Program. Opportunities are provided for curriculum planning on all grade levels. The Literacy Coach assists all staff in developing skills needed to effectively implement all components of the Balanced Literacy Program including methodologies for special populations such as ELLs and special education students.
- Sharing best practices in literacy through modeling by intra-visitations, inter-visitations, team teaching, modeling by school based staff developers, literacy coach, CFN Assessment and Achievement Specialist, AUSSIE professional developer and study groups.
- AUSSIE offers professional development including: in-class support, curriculum planning, acquisition of professional and student support materials.
- Renzulli Learning, ARIS and Performance Series are used to improve student achievement, provide differentiation and support teachers with feedback and suggestions for remediation.
- Teachers use available assessment tools such as the Writing and Reading Assessment Profile (WRAP), Fountas & Pinnell Benchmark Assessments, The Continuum of Literacy Learning, Student Growth Monitor (SGM), guided reading, student work and conferring notes to drive instruction and planning.
- Professional development/planning sessions have created cohesion among staff.
- The physical classroom environment has been improved to align with our new initiatives.
- Classroom Libraries have been expanded to provide greater student access to a variety of genres and levels.

- Aligning literacy curriculum to Common Core Standards and content area subjects in all grades.
- Infusing technology into the content areas through the use of SMARTboards and various educational sites and programs.

AIDES

- PS 112 staff has regularly scheduled professional development, planning sessions and inquiry team meetings for all grade levels.
- Literacy Coach to support staff.
- AUSSIE consultant to support all pedagogues.
- Provision of support of those instructional strategies that will continue to improve student performance and raise scores, including implementation of Making Meaning and the Balanced Literacy Model, guided reading, literacy centers, shared reading, accountable talk, literature circles, author studies and other facets of Balanced Literacy.
- New writing program, Write Source, for grades K-5.
- AIS is provided for ESL, SETTS and students who have not met the standards.
- Upgraded and expanded classroom libraries give greater student access to a variety of genres, levels and gender interest literature.
- Development of new strategies, or refining of those already in use, to build skills of English Language Learners, Special Education students and struggling students in the General Education population, e.g. one to one tutoring, extended day, after school programs
- The expanded use of technology, utilizing wireless laptops, SMARTboards and the computer lab enhance literacy instruction.
- Staff Development opportunities that:
 - Provide specialized strategies for literacy instruction that support comprehension development
 - Include methodologies for special populations such as ELLs and special education students in self-contained and mainstream classrooms
 - Address classroom management skills, including flexible grouping for more personalized instruction of struggling learners through guided reading, literacy centers and strategy lessons
 - Discuss incorporating literacy in content areas
 - Assist new teachers in developing skills to effectively implement the Reading/Writing workshop
- Sharing best practices through class intra-visitations, inter-visitations to high performing schools in our CFN Network, team-teaching, modeling by school-based staff, coach and AUSSIE consultant.

Barriers:

- Parent involvement needed to be more evident in supporting students with homework, reading logs, etc.
- Rigorous instruction needs to be adhered to as per teachers' daily schedule.
- Series of parent workshops are needed to help parents understand their child's reading level and literacy development.

MATHEMATICS

Data Analysis/Findings:

An analysis of Grade 3-5 New York State Math Tests results over the three-year period from 2007-2009 indicates the following:

PS112 has made progress in math scores over the three-year period. During the 2007-2009 school years, there was minimal progress.

- 2006-2007 70%
- 2007-2008 85.5%
- 2008-2009 86%
- 2009-2010 54%

Over the past 4 years, the breakdown by grade is as follows:

	2006-2007	2007-2008	2008-2009	2009-2010
Grade 3:	80%	94%	91%	42%
Grade 4:	78%	75%	87%	58%
Grade 5:	59%	89%	87%	63%

Comparing our test results from 2006- 2007 to 2008-2009, data shows growth in almost all subgroups:

- Our Hispanic population performing at levels 3 or 4 increased from 82% to 87%
- Our African American population decreased from 76% to 70%
- Our ELLs performance increased from 69% to 82%
- Our Student's With Disabilities have increased from 39% to 50%
- Our Asian population increased from 96% to 97%
- There was a dramatic drop in the year 2009-2010 due to changes in cut-offs in performance levels.

After examining the Item Analysis reports on ARIS for 2009-2010, our third, fourth and fifth grade students should greatly emphasize Number Sense and Operations, addition/subtraction, estimating sums, differences, choosing an operation, and knowing the relationships between numbers. No comparison was made to previous years' performance levels because of the changes in state scoring policies. We placed a greater emphasis on the needs reflected in the Item Analysis.

Trends

After examining the standardized tests closely, the following were noticed:

- PS112's African American students and Students with Disabilities scored the lowest on the New York State Mathematics Test, Periodic Assessment and School Wide Assessments.
- The data shows students who perform below grade level in third grade and receive AIS, meet the standards at the end of that school year. However, according to the gains report, if they do not receive AIS services in 4th grade, the need for AIS arises again for 5th grade.
- After examining the item analysis of the standardized assessments on ARIS, the data shows students are weak in their extended responses.

After examining the 2009-2010 Periodic Assessments closely, it was noticed that students were weak

in certain skills. The following are some of the findings:

Grade 3:

- Compare unit fractions
- Select the standard unit of length
- Estimate the sum of 3-digit numbers
- Subtraction with regrouping
- Tell time to the minute
- Find two categories on a graph whose values add to a given number

Grade 4:

- Compare unit fractions
- Select instruments to measure weight
- Select the standard unit of capacity
- Multiply 3-digits by 2-digits
- Understand meaning of remainder

Grade 5:

- Describe relationships between corresponding sides of similar polygons
- Select fraction greater or less than a fraction with different denominators
- Find the mean of data-five 2-digit numbers (mean is a whole number)
- Select the moderate shape with 0, 1, or 2 lines of symmetry

Accomplishments

- PS 112 has developed a more organized curriculum data assessment in mathematics. Item Analysis from the end of unit assessments, pre and post tests, performance series and Acuity Predictive for grades 3 to 5 New York State Assessment is reviewed as soon as it becomes available. Data from these assessments is periodically analyzed and instruction is differentiated accordingly. Students are grouped according to needs for Skills Day.
- The use of technology has increased for students and staff. Professional development for staff members has increased the ability to access on-line software and data. Students' math skills are reinforced through Game 24 and Renzulli Learning. PS112 has increased its technological capacity through grants and NYSTL funds. SMARTboards in classrooms support teachers in executing the math lessons and aide the visual learner.
- Planning sessions have created school-wide collaboration and created a greater focus on curriculum and has built continuity between grades. Grades 3, 4 and 5 differentiate instruction through pre/post tests and the use of extensions for high achievers. Teachers, assisted by the math coach, revise pre/post tests and extensions for Everyday Math (EDM) units created in previous years.
- Teachers' focus on problem solving skills and strategies improved through professional development by math coach, intra-visitations and in class support by math coach.
- Professional development to improve teacher content knowledge was evident in classrooms. Two classroom teachers, along with the math coach and the AIS teacher attended Hunter Title IIB Math Institute. Acquired knowledge and activities were turn-keyed to other classroom teachers.
- Curriculum maps have been developed aligning New York State standards with Common Core Standards.

Aides

- PS 112 has increased its professional development in mathematics as well as planning time school- wide with the ample aid of the mathematics coach. The implementation of after school,

and Saturday Academy has had a positive impact on our results.

- PS112 Math Counts Newsletter updated teachers on all news in the area of mathematics. Teachers received information on school events, technology, assessment, and units of study.
- Some teachers used Renzulli Learning during Skills Day to differentiate students. In addition, Special Education and SETSS students also used IXL.

Barriers:

- Teacher knowledge of Math concepts needed to be improved
- Series of parent workshops are needed to help parents understand the Everyday Math Program.
- Teachers in grades 3 thru 5 needed to have their pre/post tests and extensions ready before the unit was started. The lessons were delayed due to the missing material.
- Time allotted for teachers to meet as a grade to discuss the unit as a whole and students' strengths and weaknesses.

School Environment

Data Analysis/Findings:

An analysis of Positive Behavior Support Self Assessment Survey (EBS) showed that according to the staff at the school, there is an effective school-wide system of Positive Behavior Interventions and Supports. The staff also reports that the system works in both classroom and non-classroom settings. The area that the staff felt needed to be improved on was the individual system (or Tier III) of behavior management.

Trends

According to our School Wide Information System (SWIS) data from 2009-2010 and our Staff EBS we noticed the following trends:

- A small number of students (8) accounted for most (79.4%) of the major behavioral incidents at the school.
- Most (66.28%) of the major behaviors were reported to happen in the classroom
- The second area that presented the highest number of behaviors was the cafeteria (13.95%)
- Staff reported that the process for requesting behavioral assistance was too difficult (34% stated that this was a high priority)
- Staff reported that the behavior team does not respond promptly when a student presents chronic behavior problems (34% state that this is high priority)
- Staff also reports that behavior is not monitored and feedback is not provided regularly to the behavior support team and relevant staff.

Accomplishments

- PS 112 has successfully put in place a universal system of behavior support characterized by rewarding positive behaviors with "gotcha" tickets and students then redeeming their tickets for prizes from the school store.
- Classroom teachers directly teach expected behaviors in classroom and non-classroom settings.
- All staff is involved, directly or indirectly, in management of non-classroom settings.
- Procedures for expected and problem behaviors are consistent with school-wide procedures
- Successfully implemented tertiary interventions with recidivist students and significantly decreased their major behavior SWIS referrals.

Aides

- All staff is provided with professional development focused on managing problem behaviors.
- Both classroom and out of classroom teachers are provided with information about data collection and functional behavioral assessment to assist with implementing behavior plans
- Administrators are active participants on the behavior support team.
- Instruction and curriculum materials are matched to student ability
- Data from the staff EBS is analyzed and used for action planning to improve PBIS
- Staff and student focus groups are held 4 times a year to drive PBIS initiatives

Barriers:

- Options do not exist to allow classroom instruction to continue when problem behaviors occur
- Student behavioral data is not reported consistently.
- The SWIS referral process for major behaviors often results in interruption of instruction.
- Procedures for managing problem behaviors are not consistent school-wide.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goals	Description
1. To improve our high level 2 students’ performance in English Language Arts (ELA).	Teacher teams will analyze data to set measureable and individual learning goals to differentiate instruction.
2. By June 2011, 50% (120 out of 240) of students in grades 3-5 will show progress in writing as measured by Six Traits of Writing rubric	To increase student progress in ELA through the Six Traits of Writing
3. By June 2011, 50% of grades 1 thru 5 (215 out of 430) students will engage in writing in Mathematics to demonstrate improved conceptual understanding of skill.	To enhance conceptual understanding of mathematical terms and skills
4. By June 2011, 75% (32 out of 43) of teachers will have participated in Differentiated Professional Development as customized by the needs in Teacher Surveys, student data and our goals and objectives, thereby impacting on a 2 % increase on student performance the NY State ELA and math assessment.	Enhance teacher professional growth to improve learning outcomes
5. By June 2011, the school staff and students will demonstrate significant participation in the tertiary phase of the Positive Behavioral Interventions and Supports (PBIS) initiative as measured by: <ul style="list-style-type: none"> • 70% of all staff participation in the Effective Behavior Support Survey (EBS). • 75% of staff participation in the Rewards Redemption program. • 25% decrease of classroom 	The staff of PS112 will continue to enhance and expand the development of a positive school culture for the continuous improvement of the school-wide environment as noted in the learning environment Survey.

<p>incidences as measured by the SWIS data system</p> <ul style="list-style-type: none">• 2% increase in the Learning Environment Survey results	
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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): All Curricular Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75% of all teachers will have been engaged in grade and student goal setting in the Core subjects.</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>	<ul style="list-style-type: none"> ▪ Weekly planning meetings, teachers along with coaches, AUSSIE Literacy Consultant and CFN Common Core Specialists will set goals per unit in Literacy, Social Studies, Math and Science ▪ Teachers develop curriculum plans according to individual student goals aligned with the City, State and Common Core State ▪ Goals will be derived from Making Meaning’s Comprehension and Social Focus, WRAP (Writing and Reading Assessment Profile), and Everyday Mathematics’ Skills and Concepts, Science and Social Studies Scope and Sequence ▪ Teachers will articulate these goals to their students prior to each unit and in turn, the students will select goals for each core subject according to individual needs ▪ Teachers will analyze formal and informal assessment data on an ongoing basis to differentiate instruction through flexible grouping ▪ Grade 2- 5 teachers will utilize Renzulli Learning, particularly its Differentiating Engine to assist them in differentiating instruction ▪ Self contained special education students in the 5th grade will use the Envisions math program as well as receive targeted AIS math push-in services ▪ Special education students in grades 1 through 3 will use the AWARD reading program to enhance literacy instruction ▪ Selected special education students in grades 3 and 4 are using Wilson and Foundations to build phonemic awareness ▪ Assessment data will be used to identify appropriate teaching foci based on student needs ▪ The subgroup that did not meet AYP in math and literacy are receiving AIS services, SES, SETSS and City Year Corp (literacy 1:1 tutoring.)

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> ▪ Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding ▪ Ongoing weekly PD Sessions during common preps. ▪ AUSSIE (Literacy) ▪ Inquiry Spaces for each grade (K-5): ELLs, AIS ▪ Literacy and Math Coaches
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> ▪ Ongoing walkthroughs/formal and informal observations ▪ Flexible grouping charts outlining strategies in need of improvement ▪ Curriculum Mapping Recording System ▪ Planning/PD Binders/agendas/attendance ▪ Teacher conference notes in classroom ▪ Inquiry team binders in curriculum/ data room 216 ▪ AIS and SETSS binders housed by providers

All Curricular Areas

Subject/Area (where relevant):

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 75% of teachers will have participated in Differentiated Professional Development as customized by the needs in Teacher Surveys.
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>	<ul style="list-style-type: none"> ▪ Pedagogical Staff will self assess using the standard of Planning Instruction and Designing Learning Experiences for all Students from the Continuum of Teacher Development Formative Assessment System via hardcopy ▪ Pedagogical Staff will identify a sub-category from the continuum of teacher development from which they would like professional development to focus on ▪ Results of the self-assessment will be used to differentiate in-house professional development /CFN/NYC Professional Development ▪ Based on self-assessment results, a plan will be created where designated innovative teachers will be collaboratively working with their colleagues ▪ School Leaders and teachers will have ongoing round table discussions to promote teachers' professional growth and build mutual respect and professional collaboration for teaching and learning

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding, Title IIB • Ongoing weekly planning sessions • Teachers are scheduled with 100 minutes per week specific to planning/PD CLSO Workshops • Literacy and Math Coaches • Title IIB Math Grant • AUSSIE Consultant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results and analysis of survey • End of the year reflection survey • Annual Professional Development Schedule, Agendas, and Attendance • Display of innovative staff for each Teaching Standard

<p>Subject/Area (where relevant):</p>	<p>Mathematics</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 75% of K-5 students will engage in writing in Mathematics to demonstrate conceptual understanding.</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"> • K-5 Students' Math notebooks will include and be labeled with Math Message, Problem of the day/ Problem of Week and Reflections • All teachers will provide writing prompts for students' reflections; use graphic organizers such as problem solving template, T-charts, Venn Diagrams • Professional Development will target needs of teachers and create uniformity throughout the grades • During grade planning meetings, students' writing will be reviewed and assessed based on rubric created by teachers in each grade • Students will be assessed on a regular basis on problem solving strategies and explanations (K-2 will have problem of the week and grades 3-5 will have problem of the day)

<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>	<ul style="list-style-type: none"> • Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, • Title I SWP and TL Fair Student funding. • Ongoing weekly PD Sessions: Teachers meet monthly on their common preps • Inquiry Spaces in certain grades as indicated in Baseline data and student work • Math Coach, AIS
<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"> • Student notebooks will be collected and reviewed on a regular basis • During grade meetings teachers will record their findings and create a plan for what comes next (when needed) • Short and Long Term Goal Portfolios in Core Curriculum Areas • Ongoing walkthroughs/formal and informal observations • Curriculum Mapping Recording System • Planning/PD Binders/agendas/attendance

Subject/Area (where relevant): School Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the school staff will demonstrate significant participation in the tertiary phase of the Positive Behavioral Interventions and Support (PBIS) initiative as measured by:</p> <ul style="list-style-type: none"> • 70% of all staff participating in the Effective Behavior Support Survey (EBS) • 75% of school participating in the Rewards Redemption program and the Student Management Process • 55% of the individual behavior management system will be in place in the following areas: process to teachers to request assistance, timely response to chronic office managed behavior by the PPT and PBIS Teams, as well as ongoing behavioral monitoring and feedback to the PPT, PBIS team and relevant staff.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Children First Network (CFN) will continue to provide support in our efforts to build community • PS112Q will continue to be the Model School for PBIS through Children First Network (CFN) • PBIS Team will meet on a bi-weekly basis, as a Focus Group, facilitated by Internal Coach • Ample time will be allotted for all staff to complete and submit EBS • Professional Development will be provided to all staff in the accuracy of completion and timely submission of SWIS forms • Staff will continue to be regularly informed and updated on PBIS matters during Faculty Conferences, School Safety Team, and Professional Development workshops • Analysis of EBS data will be conducted two times a year • Weekly implementation and evaluation of Cool Tools lessons (Grades K-5) will be used to reinforce the strands of Matrix • ABC's Think Sheet will be completed as part of a disciplinary action when a student engages in an office-managed behavior. • Rewards Redemption System will allow students the ability to redeem Gotcha Tickets three days per week (on a scheduled basis) • All staff will have continuous access to sufficient amounts of Gotcha Tickets.
<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 services of New York City Region PBIS Project will continue to be provided to our school free of charge, pending availability of funds. Expenses for tangible rewards, copying materials, Professional Development conferences, posters, etc. will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title 1 SWP and TL Fair Student Funding</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"> • Ongoing analysis of data using EBS reporting system • Feedback from PBIS Focus Group • Reflections from students ABC's Think sheet • Evaluation of implementation of Cool Tools Lessons • Record of implementation of the Student Behavior Management Process (SWIS-School Wide Information System) • Agendas and attendance sheets from PBIS Team meetings, Professional Development workshops and Faculty Conferences

Subject/Area (where relevant): ELA/Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of teachers in grades K-5 will use a new standards based rubric focusing on the Six Traits of Writing to analyze their student’s pieces.</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>September - June:</p> <ul style="list-style-type: none"> • Through weekly common planning periods, Grade K-5 teachers and coach will utilize the rubric as a scoring/analyzing tool for all writing units. • The rubric contains the Six Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. • The rubric will be introduced before each unit and will be used when the unit of study is completed. • Teachers and students will analyze writing to develop a shared understanding of what good writing looks like utilizing SMARTboards, document cameras and the computer lab. • We will use a common language to describe the qualities of writing. • Teachers will routinely practice assessing with consistency and accuracy. • The data will provide meaningful feedback to students and parents. • Writing extensions in technology, the arts, science and social studies will be aligned to the Six Traits of Writing. • Research projects through the Renzulli Learning Program will be assessed using The Six Traits of Writing • Library Media Research/ Resource Center will enhance Literacy • Learn 360 will complement writing in all content areas
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • Funding provided by Title 1 SWP, TL FSF General Hold Harmless, TL Fair Student Funding, TL Children First Funds • Ongoing weekly PD/planning sessions: Teachers are scheduled 100 minutes per week • Literacy Coach • AUSSIE Literacy Consultant
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Six Traits Writing Rubric • Evaluation every 6-8 weeks • Planning/PD binders and agenda • Ongoing walkthroughs • Inter-visitations • Peer group intra-visitations

	<ul style="list-style-type: none">• Formal/Informal Observations
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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	0	0	N/A	N/A	0	0	1	0
1	0	0	N/A	N/A	0	0	4	0
2	0	0	N/A	N/A	0	0	2	0
3	6	0	N/A	N/A	0	0	3	0
4	19	7	0	0	0	0	1	0
5	17	11	0	0	0	0	0	0
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:	Service is provided during the school day using the push-in model to supplement our Balanced Literacy Program. City Year provides one-on-one tutoring with our AIS students. AIS is also provided during the extended day in the form of Collaborative Inquiry teams in an effort to improve student abilities to effectively communicate verbally and in written form. Programs used are the following: Scholastic Guided Reading, Benchmark Education, Starfall.com, Making Meaning, Headsprout, Foundations, etc. SETSS services are provided as mandated by student Imps and also to students identified as At- Risk for referral to Special Education. These SETSS and At-Risk SETSS students are serviced in small groups as well as one-on-one. Classroom teachers provide small group instruction according to students' needs.
Mathematics:	AIS mathematics is provided in small group (maximum of 10 students) instruction conducted in a push-in model during the school day using the same material as the classroom teacher. Supplemental materials used are Foundations in Math, and Mathematics Skills, Concepts and Problem Solving. Students serviced by the AIS teacher is Special Education classes, work in small groups using the materials in used by the class. Our fifth grade class is piloting the Envisions Math Program and the ¾ bridge Special Education class is working with Steps and is supplementing the program with Everyday Math. Students are serviced three times per week. Students in grades 3-5 will be assessed periodically on the Performance Series Assessment. SETSS services are provided as mandated by student Imps and also to students identified as At- Risk for referral to Special Education. These SETSS and At-Risk SETSS are serviced in small groups as well as one-on-one. Classroom teachers provide small group instruction according to students' needs.
Science:	The at-risk students are being serviced in small groups in the classroom through our literacy instruction. The content area is built into the literacy instruction. The students are also assigned Science projects through Renzulli.
Social Studies:	The students are being serviced in small groups in the classroom through our literacy instruction. The social studies content area is built into the literacy instruction. The at-risk students are also assigned Social Studies projects through Renzulli.

At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	The Social Work interns service individual students identified as being at-risk for initial Special Education evaluation. The social work interns are running Student Council with students identified as being school leaders and also run social skills group for children having difficulty in the kindergarten setting.
At-risk Health-related Services:	N/A

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-5 **Number of Students to be Served:** 125 LEP 380 Non-LEP

Number of Teachers 5 **Other Staff (Specify)** Paraprofessionals 6

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.

Part B: For schools that will receive Title III ELL Supplemental Services for 2010-2011:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 124 LEP 380 Non-LEP

Number of Teachers 5 **Other Staff (Specify)** 6 Paraprofessionals

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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- | | |
|---|--|
| I. school's language instruction program for limited English proficient (LEP) students | IV. grade level(s) |
| II. type of program/activities to improve mathematics, native and/or English language learning | V. language(s) of instruction |
| III. number of students to be served | VI. rationale for the selection of program/activities |
| | VII. times per day/week |
| | VIII. program duration |
| | IX. service provider and qualifications |

Instructional Program

PS 112Q, a three-story building that has a barrier-free environment, is located in Long Island City in a multicultural working class neighborhood. Our school community of 502 students is made up of 45% Hispanic, 22% Asian, 18% African America, 10% white, and 5% other. This includes **124 English Language Learners** in general education and special education classes. Of the 124 Ells, 86 are Spanish speakers, 25 are Bengali, and a few speak Chinese, Arabic, Hindi, Bihari, French, Italian, Punjabi and Albanian.

As per reviewing Parent Choice Option Letters, the parents in our school chose ESL. Therefore, our instructional program is freestanding ESL that consists of push-in/pull-out models, which follows the CR Part 154 mandates. According to the English proficiency level from the NYSESLAT or Lab-R, Ells receive 360 minutes of ESL instruction per week for Beginners and Intermediates. Advanced Ells receive 180 minutes of ESL instruction and 180 minutes of ELA instructions. All instruction is in English and is aligned with the ESL, ELA and Math Standards. All teachers, including ESL teachers, follow the Balanced Literacy Reading and Writing Workshop Model, which is based on research from the National Reading Panel.

There are 18 Ells in Kindergarten classes. There are 14 Ells in first grade class, 24 Ells in second grade, and 34 ELLS in third grade, 17 Ells in fourth grade and 17 Ells in fifth grade. All Ells receive ESL push-in/pull-out services. 27 Special Education Ells are serviced, according to their IEP, by a push-in/pull-out ESL teacher. All Ells are serviced by highly qualified ESL certified teachers. All instruction is in English and aligned to the ESL, ELA and Math standards. As per CR Part 154 mandates, 47 Beginners and 48 Intermediate Ells receive 360 minutes of weekly ESL instruction. 29 Advanced Ells receive 180 minutes of ESL instruction and 180 of ELA instruction.

All Title III after school ELL programs are taught by certified ESL teachers and **all instruction is in English**. Instruction will focus on overall literacy, incorporating the ELL State Standards, including the four modalities of the NYSESLAT: reading, writing, listening and speaking. We will expand vocabulary through the content and core areas with a focus on all city and state assessments including NYSESLAT skills prep with expectations of raising scores across the board.

We will have two Title III Programs Program A and Program B.

The Title III Program A will meet three times a week from December until June for 76 sessions and will target Grades 2-4 Ells. Program A will consist of 2 semesters consisting of 38 sessions each.

Each semester will target 10-15 students. Supplementary libraries, leveled libraries, NYSESLAT Prep materials, supplementary math materials and supplies will be purchased with Title III funds.

Time: 3:00 p.m. to 5:00 p.m.

Days: Tuesdays, Wednesdays and Thursdays

Semester 1: November 30, 2010 to March10, 2011

- These sessions will target Beginner and Intermediate Ells in grades 2-4 that have been in the school system two or more years, but are not meeting the standards or making adequate progress based on data and teacher observation.

Semester 2: March 16, 2011 to June 23,2011

- The second session will target the Advanced Ells in grades 2-4 focusing on four modalities of the NYSESLAT.
- **Title III After school Program B** will meet three times a week from January 4, 2011 to March 10, 2011 for 27 sessions.
- The Title III Program B will meet three times a week from January until June for 59 sessions and will target Grades K-2 Ells. Program B will consist of 2 semesters. Semester 1 will have 27 sessions and semester 2 will have 32 sessions.
- Each semester will target 10-15 students. Supplementary libraries, leveled libraries, NYSESLAT Prep materials, supplementary math materials and supplies will be purchased with Title III funds.
- Time: 3:00 p.m. to 5:00 p.m.
- Days: Tuesdays, Wednesdays, Thursdays
- Semester 1: January 4, 2011 to March 10, 2011
- After-school program for parents and ELL will meet three times a week from January until March. The ESL teacher and student volunteers will show parents and Ells, in their native language, strategies to help students with homework and focus on family literacy and math skills.
- Semester 2: March 15, 2011 to June 2, 2011
- This semester will target K-2 ELLs to give them supplementary support in vocabulary development, phonics and beginning reading skills, focusing on four modalities of the NYSESLAT.

Who will supervise the program? Will there be a cost for the program? The Assistant Principal will supervise the ELL Program. The program will be at no additional cost to the students and/or parents.

Will there be any need to purchase materials for the program? It is in the budget summary.

There will be a need to purchase additional material for the ELL Program. Picture books for visual learning are necessary for beginning levels of ESL. Leveled readers with more visual representation also must be purchased to ensure that ESL teachers are reaching each and every student through differentiated instruction.

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. Explain how the school will use Title III funds to provide professional development to support Ells. Describe the target audience.

There will be a minimum of five staff development workshops provided for the whole school staff during Professional Development, grade conferences, and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Literacy Coach, Math Coach, and the CFN Network Specialist. Title III teachers will get additional Professional Development. They will receive a paid training rate, with Title III funds, for 2 workshops for one and half hours to plan for instruction based on data.

- November- January: Literacy differentiated instruction and scaffolding techniques for Ells through Multiple Intelligences and hands-on instruction. Math differentiated instruction and scaffolding techniques for Ells aligned to ELA state standards and CCSS.
- February-May Using data, including midterm assessment, to focus instruction and prepare Ells for the ELA, Math and NYSESLAT state assessments. Use data analysis from prior ELA state assessments for itemized analysis on target questions of difficulty. Continued services to Ells for overall improvement. Target Level 1 and Level 2 students to improve AYP through one-on-one or small group instruction.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation Ells

Within the immediate school community, many organizations offer free ESL classes for adults. In PS 112, there is a need to provide ELL parents with clear information about the academic expectations of each grade level in their native language.

- After-school program for parents and ELL will meet three times a week from January until April. The ESL teacher and student volunteers will show parents and Ells, in their native language, how do their assigned homework and in this way focus on family literacy and math skills.
- The ESL Coordinator will provide four workshops in English, Spanish, and when possible translated into other languages, specifically targeting parents of Ells. The goal of these workshops is for ELL parents to be clear as to what the curriculum is, what assessment Ells will take, what the scores mean, and what their child has to do to make adequate yearly progress. With this information and further workshops on specific skills, ELL parents will be able to better communicate with the teachers and help their child succeed. The school will provide childcare to facilitate parental participation during the after school ELL parent workshops.
- The Parent Coordinator, Literacy Coach, and Math Coach, conduct parent workshops throughout the year of which all parents, including parents of Ells, are invited to attend. Workshops cover various topics such as
 - Literacy and Writing
 - Everyday Math
 - Meeting the CCSS

- One After school walking trip, in January, to the local public library and to a community Family Literacy Center for ELLs and their parents with 2 teachers that speak the parents' native languages.

- ELL Family Day of Celebration in May. There will be a walking excursion/trip to the local park during school hours for all PS 112 ELLs and their families. Refreshments and snacks will be funded with Title III.

Program Description	Dates
After-school program for parents and ELL will meet three times a week from January until March.	January 4, 2011 to March 10, 2011
The ESL Coordinator will provide four workshops in English, Spanish, and when possible translated into other languages, specifically targeting parents of ELLs.	March, April, May & June
The Parent Coordinator, Literacy Coach, and Math Coach, conduct parent workshops.	February, March, April, & May
Local Library After school walking trip	Scheduled for Monday, January 10, 2011
ELL Family Day of Celebration	Wednesday, June 1, 2010

Form TIII – A (1)(b):

**Title III LEP Program
School Building Budget Summary**

Allocation: \$ 17,940

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	13,711.32	<p><i>After-School Program</i></p> <p><i>(3)(60)(1.1)(\\$49.89) = \$9,878.22</i></p> <p><i>(2)(30)(1.1)(\\$49.89) = \$3292.74</i></p> <p><i>Professional Developments</i></p> <p><i>(5)(2)(1.5)(\\$22.72) = \$340.80</i></p> <p><i>Parent Program Workshops</i></p> <p><i>(1)(4)(1.)(\\$49.89) = \$199.56</i></p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	3,868.68	<p>Multicultural libraries- Anastassio Library</p> <p>leveled libraries(Fountas & Pinnell)</p> <p>supplemental math materials (Everyday Mathematics)</p> <p>NYSESLAT Prep materials for Grades 1-5</p> <p>Supplies (headphones, highlighters, dictionary)</p>
Travel		
Other Parent Involvement	640.00	Refreshments and snacks
TOTAL	\$17,940	

Budget needs to be modified to be in alignment with program narrative

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.

Parents fill out the Home Language Identification survey when each child enrolls in PS112.

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.

After looking at our Home Language Identification survey we have found that the languages most needed for oral and written communication as requested by the parents is English, Spanish, Bengali, Arabic and small amounts of various other languages.

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.

Title I translation monies will pay for staff members to translate both written and oral communication to parents.

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.
3. In house staff including teachers, paraprofessionals, school aides and volunteers provide oral translation to meet the diverse language needs of our parents. The Parent Teacher Association and Administration can supply interpretation and translation in Spanish.

4. 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>.

In house staff including teachers, paraprofessionals, school aides and volunteers provide oral translation to meet the diverse language needs of our parents. The Parent Teacher Association and Administration can supply interpretation and translation in Spanish.

We use the Department of Educations Telephone Interpretation Service Department if there is no staff member available when interpretation is needed.

Posted in our lobby is the Parents Bill of Rights and Responsibilities in various languages.

We will post a sign in the lobby indicating where parents can receive interpretation services. This will be posted in various languages.

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:	\$342,078	\$14,343	\$356,421
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,420		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,104	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,207	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
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.

* 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.

Parent Policy and Goals:

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social and emotional welfare of all children. P.S. 112 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Parent Teacher Conferences, Parent Coordinator workshops and The Learning Leader volunteer program.

How our plan will ensure that all parents including working parents, parents of students with special needs and limited or no English parents will be afforded the opportunity to participate.

The administration has arranged to be available on any morning by appointment as early as 7AM and as late as 6PM in the evening. All parents can call the Parent Coordinator any day from 8:30AM-8PM. All parent teacher conferences have an evening component for parents who must work during the school day. During the conferences and or meetings translators and interpretation services are available either through the DOE Translation and Interpretation Unit or in house staff. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. Our school is barrier free and is equipped with an elevator that is available to all parents.

Procedures for informing parents in a timely fashion of meetings, workshops and other opportunities available to parents:

In addition to the above-mentioned availability, the administration regularly distributes to every child all notices from the region in English and Spanish; translations in other languages are distributed on a need basis as described in Chancellors Regulations. There is a PS 112 newsletter, outside bulletin board updated every month and a bulletin board located in the main entrance that is accessible to all parents.

How parents are involved in a decision-making capacity and how many parents are involved in the School Leadership Team and how they are selected:

Parents are asked to complete a Needs Assessment at the beginning of the year. The PTA Executive Board, School Leadership Team members and the Parent Coordinator meet with the Principal at regular monthly meetings and through phone calls and e-mail if a particular issue arises. After a ten-day notice of election, a general PTA meeting is convened. A parent interested in being elected to the School Leadership Team addresses the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory core member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive board are asked to sign off on the School/Parent Compact, The Comprehensive

Education Plan (CEP) and the Title 1 budget modifications as necessary. Further, they sign off on the parent involvement plan, which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan:

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How are parents involved in the development and approval of the School/Parent Compact:

A compact is developed after consultation with parents and the administration. A meeting is held over the summer with the outgoing Executive Board and the newly elected Parent members. At the first PTA meeting, parents are encouraged to voice their issues. These issues and/or concerns will be brought back to the administration and the School Leadership Team.

How we will involve parents in the development and approval of the School/Parent Involvement plan:

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meetings wherein the parents' voices are heard.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**The Dutch Kills School
P.S. 112 Queens**

**School – Parent Compact
2010-2011**

The School and parents working cooperatively to provide for successful education of children agree:

THE SCHOOL AGREES;

To convene a monthly meeting where all parents are informed of the Title I Program and their right to be involved.

To offer a flexible number of meetings at various times through the school year, if necessary communication through phone calls, mailing, and notices home by students (back-packed).

To actively involve in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child.

To provide high quality curriculum and instruction.

To deal with communication issues between parents and teachers through:

a) Parent Teacher Conferences two times per school year

b) Frequent reports to parents on their children's progress

c) Reasonable access to staff

d) Opportunities to volunteer and participate in their child's class

e) Parent Coordinator meetings and scheduled visits

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

THE PARENT/GUARDIAN AGREES:

To become involved in developing, implementing, evaluating and revisiting the School Parent Involvement Policy

To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices, teaching and learning skills and strategies.

To work with your child/children on their schoolwork

To **read** for 15 to 30 minutes per day with your child/ children in grades K and 1

To encourage your child/children in grades 2 through 5 to read independently for 15 to 30 minutes per day

To adhere to the school uniform policy

To monitor your child/children in the areas of:

- Attendance/ punctuality in school
- Homework and school preparedness
- Limit television and video game playing

- Proper eating and sleeping

To share the responsibility for improved student achievement.

To communicate with your child/children's teachers about their educational needs

To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

PLEASE COMPLETE SIGN AND RETURN THE TEAR-OFF BELOW

School –Parent compact signature section

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

CHILD'S NAME/CLASS

DATE

SIGNATURE OF PARENT/GUARDIAN

TELEPHONE NUMBER

PRINCIPAL'S SIGNATURE

**718-784-5250
TELEPHONE NUMBER**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. (See section 4: Needs Assessment)

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Title 1 AIS
 - 21st Century Grant
 - City Year- One-on-One tutoring
 - Renzulli
 - Balanced Literacy Model
 - Balanced Math Model
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of instructional time, such as extended school year, before and after school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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 School wide Program. These programs may include counseling, pupil personnel services, college and career awareness/preparation.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - Title 1 AIS
 - 21st Century Grant
 - City Year- One on One tutoring
 - Renzulli
 - Balanced Literacy Model
 - Balanced Math Model
 - Saturday Academy for Math, ELA and Science
 - Inquiry Spaces in all grade levels and content areas
 - Provided an enriched and accelerated curriculum that includes theater, visual and musical arts.
 - Project Share- SAPPIS

- ERDA- East River Development Alliance

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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.

11. 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.
12. Schoolwide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) 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.
13. Instruction by highly qualified staff.
14. 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.
15. Strategies to attract high quality highly qualified teachers to high-need schools.
16. Strategies to increase parental involvement through means such as family literacy services.

17. 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.
18. 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.
19. 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.
20. 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.

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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	√			\$363,965	√	Literacy/Math Coach
Title I, Part A (ARRA)	Federal	√			\$6,794	√	Books
Title II, Part A	Federal	√			\$226,343	√	Ms. Grub
Title III, Part A	Federal	√			\$17,940	√	LAP
Title IV	Federal						
IDEA	Federal	√			\$42,861	√	ICT Model
Tax Levy	Local						

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;

-
- **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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **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.

- 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: SINI Year 2 **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.

AYP for the subgroup African American students in ELA was not met in 2009/2010
AYP for the subgroup Students with Disabilities (SWD) in ELA was not met in 2008/2009

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.

What	How	Who	When
Daily Classroom Instruction	Increase Literacy Period to 90 min block which must include SS/Science (core curriculum) 90 min. strictly adhered to (limit class trips, assemblies, etc) Small group instruction based on needs determined by item analysis (strategy lessons, guided reading, etc) Chorus/Drama needs to include literacy strategies.	Classroom teachers	Immediately
Review Mock 2 results	Analyze if we are meeting AYP using ITT tool	Cabinet Members	Monday, January 31, 2011
Target Students who give most points	ITT tool	Cabinet Members	Monday, January 31, 2011
Saturday Academy	Start ASAP pre-grouping students based on results- Pacing calendar /Materials - NY Ready	Cabinet Members	Monday, January 31, 2011

Co-Teaching	Grade 3-4 including sped population receive 3 periods a week of co-teaching in Literacy- small group instruction based on item analysis of MOCK 2	Dina Dente Kristen Chaffee (additional personnel needed)	Monday, January 31, 2011
AIS	4 periods a week Grade 5 students in particular subgroup with be serviced Pull-out Room 201	Jennifer Fessler	Monday, February 7, 2011
ELL teachers	Grade 3/4/5 pull out NYSESLAT test prep – according ELL level – Rooms 221/109B SPED will be serviced in room – Intermediated and advanced students will do ELA TEST Prep using NY ready – Beginners will do NYSESLAT test prep – materials need to be ordered	Catherine Demarest Peter Falciglia Mr. Campos	Tuesday, February 1, 2011
Extended Day (Inquiry Teams)	Grades 3-5 Foci are based on ELA Mock Assessment administered in Sept. (See binders in 216)	Inquiry Teachers	September 2010
Parental Accountability	Workshop/Meetings to inform parents of SINI status and State Test	Dina Dente Maria Tzortzatos Rafael Campos	TBA

	children will take – strategies will be explained to parents to help them prepare their children	Margaret Grub Rosemary Ramos	
K-2 Speds	Students need to be targeted for Alternate Assessment at an early age	Margaret Grub Kristen Chaffee Craig Bavuso	IMMEDIATELY

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.

AUSSIE Professional Development
CFN Professional Development

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are mentored by the Literacy/Math coaches

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.

Parents were sent a SINI letter advising them in their native language.

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.) 8
2. Please describe the services you are planning to provide to the STH population. Metro cards, resources to find housing, free breakfast and lunch, funding for trips, SES afterschool programs, After school camp following SES.

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 Dutch Kills					
District:	30	DBN:	30Q112	School		343000010112

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.2	93.2	92.6
Kindergarten	60	79	71				
Grade 1	104	75	80	Student Stability - % of Enrollment:			
Grade 2	82	104	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	76	107		93.1	87.8	89.5
Grade 4	80	75	80				
Grade 5	78	74	77	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.3	95.0	95.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	8	17
Grade 12	0	0	0				
Ungraded	0	9	8	Recent Immigrants - Total Number:			
Total	476	492	502	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	45	43	Principal Suspensions	11	2	1
# in Collaborative Team Teaching (CTT) Classes	21	24	32	Superintendent Suspensions	6	6	5
Number all others	14	20	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	45	46	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	18	7
# receiving ESL services only	102	108	TBD				
# ELLs with IEPs	6	30	TBD	Number of Educational Paraprofessionals	7	5	10

These students are included in the General and Special Education enrollment information above.

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	97.8	97.8	100.0
				% more than 2 years teaching in this school	80.0	73.9	81.8
				% more than 5 years teaching anywhere	71.1	71.7	84.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	96.0	95.5
American Indian or Alaska Native	0.4	0.4	1.2	% core classes taught by "highly qualified" teachers	100.0	100.0	89.6
Black or African American	18.5	17.3	18.7				
Hispanic or Latino	45.6	45.9	46.2				
Asian or Native Hawaiian/Other Pacific	24.8	25.4	23.5				
White	9.0	8.9	10.4				
Male	55.0	51.0	52.6				
Female	45.0	49.0	47.4				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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 307	District 30	School Number 112	School Name Dutch KillsSchool
Principal Mr. Rafael Campos-Gatjens		Assistant Principal Maria Vera-Drucker	
Coach Literacy-Dina Dente		Coach Math-Maria Tzortzatos	
Teacher/Subject Area ESL--Gloria Lee		Guidance Counselor Ms. Manners	
Teacher/Subject Area ESL--Maki Haag		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Ms. Ramos	
Related Service Provider		Other type here	
Network Leader Ada Orlando		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	5	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	502	Total Number of ELLs	124	ELLs as Share of Total Student Population (%)	24.70%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- The Home Language survey is given to parents to fill out at the time of registration. A multicultural staff and a full time Parent Coordinator are available for translation if parents need assistance understanding the meaning of the Home Language Survey. Based on the HLIS, parents are notified by the ESL Coordinator about the LAB-R testing process.
 - Parents of newly admitted ELLs attend an Orientation Meeting given in Spanish and in Bengali on various dates and times, including evenings. Materials are provided in parents' home language. Parents are informed of the three program choices by watching a video and have the opportunity to ask questions for clarification. The parents are then instructed to complete the parent survey and parent selection forms. The Orientation Meetings are held monthly or as needed. The student is administered the LAB-R and if entitled placed in an ESL pull-out/push-program or part of a classroom where the teacher is certified in TESOL as well as Childhood Education. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting is the English as a Second Language Program. Therefore, the ESL programs in our school are aligned with the parents' requests.
 - Once a determination on the entitlement of a student, the parent is sent a letter as to the result on the LAB-R and their child's placement. The return of the parent survey and parent selection forms is ensured by having the parents fill them out at the orientation meeting.
 - After the student has been tested with the LAB-R and they are entitled to ESL services, they are placed in a pull-out/push-in ESL program. The determination is informing them of the class and teacher that they will be assigned to. If the parent has further questions they can come to the school and meet with the ESL Coordinator.
 - After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting is the English as a Second Language Program.
 - The ESL programs in our school are aligned with the parents' request.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	102	Special Education
SIFE		ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	102			21						123
Total	102	0	0	21	0	0	0	0	0	123

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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:
Native American:	White (Non-Hispanic/Latino):
	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	10	20	19	10	8								78
Chinese		1												1
Russian														0
Bengali	2	3	3	8	5	4								25
Urdu														0
Arabic	1	0	0	2	0	2								5
Haitian														0
French	0	0	0	0	0	1								1
Korean														0
Punjabi	0	0	0	0	1	0								1

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
Polish														0
Albanian	0	0	0	1	0	0								1
Other	1	0	0	3	0	0								4
TOTAL	15	14	23	33	16	15	0	116						

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.

1. a. At P.S. 112, we have pull-out/push-in models for ELLs in all grades k-5. There are 19 ELLs in Kindergarten, 24 ELLs in 2nd grade, 33 ELLs in 3rd grade, 17 ELLs in 4th grade and 17 ELLs in 5th grade.

b. Literacy Block--100 minutes per day as well as Mathematics Block. Classes are heterogeneous.

2. a. All beginners and intermediate students receive 8 periods of ESL Instruction which comes out to 360 minutes of ESL a week. All advanced students received 4 periods of ESL instruction per week which comes out to 180 minutes.

3. The content areas are taught in English using ESL methodologies and strategies.

4. a. Presently, we do not have any SIFE students.

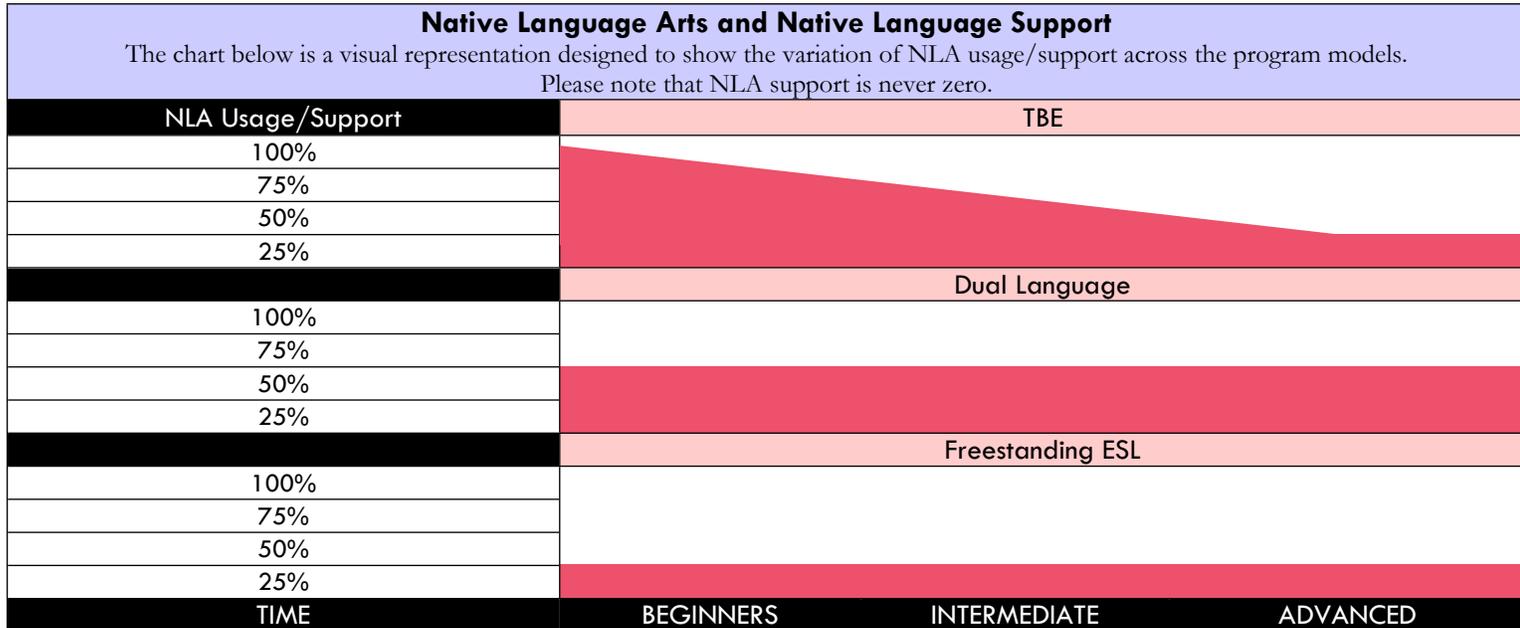
c. Pull/push-in model, and afterschool program.

e. Push-in model and afterschool program, These programs are geared to students learning academic needs and learning styles.

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



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?

5. Some of the targeted intervention services for ELLs are extended day services as well as afterschool.
6. Students that have passed the NYSESLAT are provided support through targeted push-in program.
10. Smartboard technologies.
12. We have a parent orientation for incoming kindergarten students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. There will be a minimum of 5 staff development workshops provided for the whole school staff during Professional Development, grade conferences and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Literacy Coach, Math Coach, and the ELLIS.

- September: Informative workshop on our school policy for identifying ELLs and our Language Allocation Policy.
- October: Assessing the language needs of ELLs in the 4 modalities.
- November: Literacy differentiated instruction and scaffolding techniques for ELLs.
- January: Math differentiated instruction and scaffolding techniques for ELLs.
- February: using data, including midterm assessment, to focus instruction and prepare ELLs for the NYSESLAT.
- January: Best Practices for ELLs Study Groups.

All ESL staff participates in the Collegial Circle focusing on Language Development for English Language Learners.

2. Provided workshops where both students and parents are acquainted with the options available for middle school. Assemblies with presentations from the middle school about what they offer.

E. Parental Involvement

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

1. Parent/Teacher Conferences are given a few times during the year. If parents missed the conferences, then parents can see teachers at an arranged time. Also, parents can come to visit their child's classroom and sit in as their teacher is teaching during open school week.

2. P.S. 112Q will give a parent orientation meeting if they have incoming kindergarteners in order to prepare them for school. There will be a video as well as translators in order to help their ELL children succeed in school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	5	7	7	10	3								42
Intermediate(I)	0	7	12	12	11	6								48
Advanced (A)	5	2	5	8	5									25
Total	15	14	24	27	26	9	0	0	0	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	1	2	0	0							
	I		5	3	0	1	1							
	A		6	16	14	5	5							
	P		3	4	13	8	9							
READING/ WRITING	B		5	7	10	3	1							
	I		7	12	11	6	6							
	A		1	4	8	5	8							
	P		1	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		0			0
4	7	2	2	1	12
5	6	6	0	0	12
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					0				0
4	1		7		1		2		11
5	1		9		4		1		15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		8		6				15
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Based on NYSESLAT and NYC ELL Interim Assessment scores, data patterns indicate that the majority of ELLs in grades 1-5 fall in the category of Intermediate and Advanced proficiency levels. Of the 129 ELLs, 43 are Beginners. Many of these Beginners are newly admitted from other countries, and most Special Education ELLs score at the Beginning level. Data indicates that our ELLs show yearly increase in

- 4b. The Workshop model includes flexible grouping based on data and teacher observation. This allows for instruction to be differentiated in order to focus on the modality and academic skills that individual ELLs need to acquire at their stage of language development.
5. We have a new ESL Coordinator along with the ESL teachers. We are carefully analyzing past trends and modifying curriculum on an ongoing basis.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/20/10
	Assistant Principal		11/20/10
	Parent Coordinator		11/20/10
	ESL Teacher		11/20/10
	Parent		
	Teacher/Subject Area		11/20/10
	Teacher/Subject Area		

	Coach		11/20/10
	Coach		11/20/10
	Guidance Counselor		11/20/10
	Network Leader		11/20/10
	Other		