Department of Education

P.S.112x

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 11X 112
ADDRESS: 1925 SCHIEFFELIN AVE. BRONX, NY 10466
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE……..3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE……4

SECTION III: SCHOOL PROFILE……5

PART A: NARRATIVE DESCRIPTION……..……5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS)……..6

SECTION IV: NEEDS ASSESSMENT……..10

SECTION V: ANNUAL SCHOOL GOALS……..11

SECTION VI: ACTION PLAN…….……12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011……13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM……....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)…….....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION…….……18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS…….……19

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING……..……25

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)…26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)….27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES…..……28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 112x **SCHOOL NAME:** The Bronxwood School

SCHOOL ADDRESS: 1925 Schieffelin Avenue Bronx, New York 10466

SCHOOL TELEPHONE: 718-654-6377 **FAX:** 718-654-7931

SCHOOL CONTACT PERSON: Susan Barnes **EMAIL ADDRESS:** SBarnes2@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Charles Flisser
PRINCIPAL:	Susan Barnes
UFT CHAPTER LEADER:	Charles Flisser
PARENTS' ASSOCIATION PRESIDENT:	Carla White
STUDENT REPRESENTATIVE: *(Required for high schools)*	n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Elizabeth White

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
Susan Barnes	*Principal or Designee	
Charles Flisser	*UFT Chapter Chairperson or Designee	
Carla White	*PA/PTA President or Designated Co-President	
Carla White	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Aine Sia	Member/ Teacher	
Nicoletta Zambardino	Member/Secretary	
Pat Fox	Member/Teacher	
Stephani Coletti	Member/Teacher	
Keisha Saunders	Member/Teacher	
Angelica Felix	Member/Parent	
Luz Mercado	Member/Parent	
Ceevah Coleman	Member/Parent	
Arazeles Rivera	Member/Parent	

Elba Abaundza	Member/Parent	
Susie Wigfall	Member/Parent	
Zaina Martinez	Member/Parent	
Doris Joya	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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

P.S. 112 is a three-story building built in 1953. The building is clean and well maintained. We average four classes per grade (K-5), self-contained special education classes on each grade from first through fifth and four Integrated Co-Teaching Service classes (Pre-K, K, 2 & 5). Another component of our school is the Family Mall. The Family Mall is a meeting place for parents to share their ideas and talents. According to the parents needs activities such as informative workshops are planned on an ongoing basis. A full-time Parent Coordinator and Family Assistant work collectively to promote family literacy and parent involvement. Parents are involved with the Learning-Leaders Parent Volunteer Program and support the school with additional security by monitoring the hallways and providing classroom assistance.

The student body is served by 77 pedagogies and support staff, including a Literacy Coach/UFT Teacher Center, a Literacy Coordinator, a Math Coach and a full time Guidance Counselor. The out of classroom pedagogies provide staff development through workshops, study groups, and the modeling of strategies during "push-in" lessons with pre and post conferencing.

In our school technology is always evolving. Through state grants and community based contributions we have established 4 lab carts with approximately 80 wireless laptops and a computer in every classroom. The computer lab and media center have also been updated and our school has incorporated smart boards in our second through fifth grade classes.

Our teachers use data to drive the instructional practices in class. This informative and summative data is used to meet the individual student's needs. Throughout the year the teachers are constantly updating their assessment binders to identify and address student weakness and target areas in order to close the academic achievement gap.

Our extra learning and educational reform helps to enhance and give accountability to our student performance. We have partnerships with Projects Arts, Lincoln Center, Orchestra of St. Luke's, and Making Books Sing. There is also collaboration with the Bronx Council of the Arts. Students also can participate in high quality afterschool programs such as the Tennis Club, Track Team and Phipps. These non academic activities also can help to improve student academic achievement indirectly.

We have many partnerships within the community to help enrich/support students who are struggling academically. Edenwald-Gunhill Community Center collaborates with our students in Partners in Reading, NYC Public Library, SUNY, Cooperative Education and the Beacon Program. East Laconia Neighborhood Association continues to support our school community with monetary donations for graduates. Through our PBIS (Positive Behavioral Intervention Support) program our students are improving their academic and behavioral outcomes. PBIS is a framework we use for creating and sustaining an effective school-wide behavior system. A more positive relationship exists between and

among staff, students and home through day and evening activities such as the Talent Show and Poetry Night.

We are looking forward to continuing our initiatives and focusing on our challenges to help students achieve the strategies and social skills necessary to close the achievement gap.

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:	Public School 112-The Bronxwood School				
District:	11	**DBN #:**	11X112	**School BEDS Code:**	321100010112

DEMOGRAPHICS									
Grades Served in 2009-10:	x☐ Pre-K	x☐ K	x☐ 1	x☐ 2	x☐ 3	x☐ 4	x☐ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	29	21	34
Kindergarten	86	70	68
Grade 1	124	84	91
Grade 2	109	92	82
Grade 3	89	72	83
Grade 4	94	67	69
Grade 5	85	71	74
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Total			

Attendance: *% of days students attended**			
(As of June 30)	2007-08	2008-09	2009-10
	88.89	89.86	91.60

Student Stability: *% of Enrollment*			
(As of June 30)	2007-08	2008-09	2009-10
	4	4	5

Poverty Rate: *% of Enrollment*			
(As of October 31)	2007-08	2008-09	2009-10
	90	93	89

Students in Temporary Housing: *Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
	9	7	9

Recent Immigrants: *Total Number*			
(As of October 31)	2007-08	2008-09	2009-10
	8	8	4

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	51	52	58
No. in Collaborative Team Teaching (CTT) Classes	36	25	40
Number all others	20	26	15

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	61	20	40
Superintendent Suspensions	0	4	1

DEMOGRAPHICS

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)

(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	66	40	47
# ELLs with IEPs	8	7	7

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

Overage Students: *# entering students overage for grade*

(As of October 31)	2007-08	2008-09	2009-10

Ethnicity and Gender: % of Enrollment

(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0	1	2
Black or African American	348	316	287
Hispanic or Latino	251	257	254
Asian or Native Hawaiian/Other Pacific Isl.	3	5	9
White	3	6	8
Multi-racial	0	2	20
Male		296	285
Female		293	295

Special High School Programs: Total Number

(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			
Early College HS Participants			

Number of Staff: *Includes all full-time staff*

(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	52	56	51
Number of Administrators and Other Professionals	2	3	3
	11	11	9

Teacher Qualifications:

(As of October 31)	2007-08	2008-09	2009-10
% fully licensed & permanently assigned to this school	100	100	99.5
Percent more than two years teaching in this school	93	97	100
Percent more than five years teaching anywhere	77	78	100
Percent Masters Degree or higher	90.2	95	99.5
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96	100	99.5

2009-10 TITLE I STATUS

x☐ Title I Schoolwide Program (SWP)	**x☐ Title I Targeted Assistance**	**☐ Non-Title I**

Years the School Received Title I Part A Funding:	**x☐ 2006-07**	**x☐ 2007-08**	**x☐ 2008-09**	**x☐ 2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes ☐ No x ☐	**If yes, area(s) of SURR identification:**
Designated as a Persistently Lowest-Achieving (PLA) School: Yes ☐ No x☐	

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

Differentiated Accountability Phase (Check ✓)		**Category** (Check ✓)		
		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:	Not in Good Standing	ELA:	
	Math:	Good Standing	Math:	
	Science:	Good Standing	Grad. Rate:	

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
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 – 2009-10			**Quality Review Results – 2008-09**	
Overall Letter Grade	A		**Overall Evaluation:**	proficient
Overall Score	60.9		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	proficient
School Environment (Comprises 15% of the Overall Score)	4.1 D		Quality Statement 2: Plan and Set Goals	proficient
School Performance (Comprises 25% of the Overall Score)	6.4 C		Quality Statement 3: Align Instructional Strategy to Goals	proficient
Student Progress (Comprises 60% of the Overall Score)	45.1 A		Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	5.3		Quality Statement 5: Monitor and Revise	proficient
Note: Progress Report grades are not yet available for District 75 schools.				

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?

The major concern at P.S.112 is to educate the whole child and to meet our AYP in all testing areas. Under NCLB/SED our accountability status is Restructuring (Advanced)-Focused. This present status is based on the fact that one subgroup of students (students with disabilities) did not meet our AYP. A review of spring 2009 State and City standardized assessments indicated that 65% of general education students are performing at or above state standards (Level 3) in English Language Arts and 70% were performing at or above state standards in mathematics. Our Science scores are grade level for all students. Though, according to the Progress Report (2008-2009) IEP students and Hispanic/Latino students have made exemplary proficiency gains in ELA and Math, it is of particular concern that both groups represent a disproportionately high percentage of students performing at Level 2. We expect all groups to continue making progress and achieve goals.

Our intent is to have reduced class size in all grades to allow a more productive teacher/student ratio during the balanced literacy lessons in the classrooms. In analyzing our initial Restructuring Plan and our Comprehensive Educational Plan (CEP) for 2209-2010, we have decided to make necessary changes in order to plan more effectively. In addition to continuing with the Integrated Co-Teaching Model for select grades, we are also continuing the push in model of personnel for all academic areas. AIS, cluster, SETSS, and ELL personnel are utilized to push in to the classrooms during literacy and math blocks, as well as social studies and science, in order to provide small group instruction and address differentiation.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in reading, math, and science. Students in grades Pre K-5 will continue with Everyday Math and the Balanced Literacy approach. The focus of our instructional program is to raise students' performance through a comprehensive literacy block of 90 minutes to two hours. At present our instructional initiatives include researched-based strategies for grades Pre K – 5. We have implemented the following: Success Maker, Kaplan Strategies, Foss/Harcourt strategies, M-class, Dibels, RTI, SCANTRON, and Balanced Literacy.

Balanced Literacy consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop including modeled or shared writing, interactive writing,

language experience writing, independent writing, guided writing, individual conferences, interactive Read Alouds, and a skills block consisting of phonemic awareness, phonics skills, word study to build fluency and comprehension.

Trends

We were very pleased to see the progress made in grades 3, 4 and 5. Analysis of the spring 2009 scores demonstrated a sharp decrease of level 1 and level 2 students in all subgroups from the previous year. Many students moved from levels 1 and 2 to level 3. IEP and Hispanic/Latino students made significant gains in levels 2 and 3, which showed great success for the students. We have hopes that these students will continue to make the individual progress in their learning and lead us to meet our AYP goals.

The 2008-2009 progress report identifies, in English Language Arts, a 49% Exemplary Proficiency Gain for Black Students in the Lowest Third Citywide, 57% increase for Hispanic/Latino Student in the Lowest Third Citywide, and 54% gains for the IEP students in the Lowest Third Citywide.

Strengths, Accomplishments and Highlights

Over the last several years, our greatest accomplishments have been becoming a school in "Good Standing" in mathematics, science and social studies. There are SMART boards in the classrooms for grades 2-5 and we anticipate more for grades Pre-K-1. There are also, leveled libraries in the classrooms to meet the different needs of all students. However we still are considered a School In Need of Improvement. The most significant aid to help us reach our goals has been to evaluate our approach to balanced literacy, which included leveled libraries, ongoing assessments and the implementation of quality programs such as FLETCHER'S PLACE, THE LETTER PEOPLE, SUCCESS MAKER, and LUCY CALKINS.

We have improved our use of the portfolio and initiated an assessment system which has been key in better evaluation of students. Our Inquiry Team investigates a small target population (bottom third percent) of struggling students. Using quantitative and qualitative data to monitor progress, these students became the basis for our focus in instructional and remedial strategies. The focus is on reading comprehension and writing. The team members inquire about and support the students. Through analysis of data from ACUITY Predictive, SCANTRON, and ITA assessments, they track the progress of students.

Inquiry Team members confer with AIS providers, classroom instructors, parents and students as it relates to student need and goals. After each Predictive and ITA Assessment, the Inquiry Team assessed the selected students strengths and weaknesses. Members of the team met with these students and provided ACUITY tailored instruction and practice to address and remediate weaknesses. All of the selected students, mainly Students with Disabilities, have shown improvement and progress throughout this school year.

Assessments serve multiple purposes. It drives instructional decision making. Formative and summative assessments, including S.A.M.S. sheets and the DRA from the spring give the teachers a starting point in September. We use data as the basis of our professional development activities. A student assessment portfolio is created for each student and follows the child through the grades. The portfolio is frequently updated and refreshed with student work. It is available for review and

consultation. This information is used by the instructor to help revise and update the curriculum map and lesson planning.

Using the resources that are in place, teachers use a variety of strategies, methods, materials and equipment to differentiate and address student's needs, interests, and learning styles. RTI conferencing and distribution of IEP's to all support staff that makes them aware, as to how instructional data is to be used as the basis for academic progress. Attendance data is also analyzed. It is critical that the student be present in school in order to receive valuable instruction. We have secured a phone messaging system that informs parents when a child is late or absent, and notify them to upcoming events that will take place at the school.

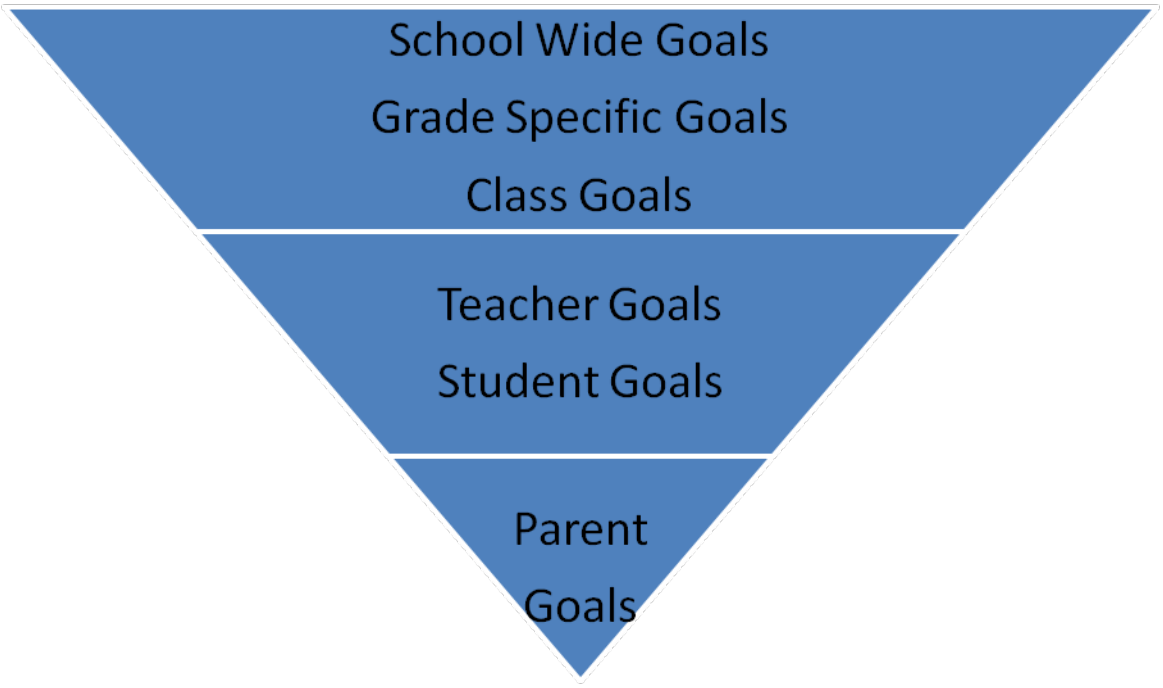
Significant Barriers

One of the most significant barriers to continuous improvement is addressing the needs of the Level 1 and Level 2 Students with Disabilities (SWD) and Hispanic/Latino students. Both sub-groups have made some gains in their raw scores, but still have not moved to Level 3 in English Language Arts. Students demonstrated a limited ability of making connections, activating prior knowledge, and understanding goals and expectations. Words and phrases in context, sequence, main idea, literary terms and types of writing, and character analysis were all areas that need improvement for this sub-group of students. In addition, vocabulary and literary concepts are areas we are designing innovation of instruction.

Parental involvement in academic areas has improved by 10% but we would like eliminate this factor as a barrier all together. The attendance for Parent Association meetings has increased as well as many other parent activities. Yet, our numbers are not ideal in terms of representing the student population of immediate concern. Therefore, we have implemented parent workshops through one formal orientation and then the second workshop for one to one conferencing with the ESL instructor.

After careful review, we concluded that disruptive behavior by a small percentage of students has impacted continuous success. Students who continually display inappropriate behavior disrupt their own learning as well as the learning of others. A behavior management program, PBIS, was initiated to address this situation. Additional paraprofessionals were recruited to monitor the behavior of several students that demonstrated disruptive behavior. Improvements have been noted. For the 2010-2011 school year, we are going to use the Core features o f Response to Intervention (RTI) to its fullest capacity.

NEXT PHASE OF THE GOAL SETTING PROCESS



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.*

The Specific Measurable Achievable Realistic and Time-bound Goals established by the SLT for this school year are based on the School Report Card, the Progress Report, and the Quality Review.

Non-Content Specific SMART GOALS

- **SMART GOAL**- By June 2011, the number of parents who attend PTA meetings, volunteer, attend parent workshops and monthly activities will increase by 2% as measured by the attendance sheets and progress reports.

Annual Goals	Description
SMART GOAL- By June 2011, 98% of the staff would have effectively used data to track their students' progress. This will entail a process of using data through multiple lenses including student learning, parent involvement, and identifying patterns and trends. Through this focus, the teachers will be able to properly plan appropriate next steps. The outcomes will be evident, by an increase of 6% in student performance, on all levels.	We began school wide, to use our data in an analytical way. Teachers began to go online and access their class data reports. We have increased our Professional Development by 65% around data and continuing the data dialogue. Through these weekly scheduled meetings we discussed the trends and chart the student progress or the lack thereof. The implementation of Assessment binders was used to keep running records and other data findings at hand. These meetings were cross curricular to promote best practices on every grade. The SLT maintains that an increase by 10% will have 98% of our staff well versed in the ways and means of tracking their students through the use of data.

SMART GOAL- Establish collaborative inquiry work focused on our Students with Disabilities (SWD).By June 2011, there will be an increase of 6% in students with disabilities for one year's progress average change in student proficiency for level 1 and 2 in ELA.	After analyzing our School Accountability report the School Leadership Team (SLT) determined that we did not meet our Performance Index for our Students with Disabilities (SWD) that tested in ELA. In conjunction with the progress report the SLT reviewed the Quality Review report and determined that the SWD are the target population for our Extended Inquiry Work. The SLT maintains that an increase by 6% for SWD will decrease our levels 1 and 2. This percentage is subject to change once we receive our actual data report from Central.
SMART GOAL- By June 2011, there will be an increase of 6% in students who are English Language Learners in terms of the average change in student proficiency for Levels 1 and 2 in English Language Arts.	After analyzing our Quality Review report the SLT determined that 33.9% of our students in the ELL student group were tested in ELA. In conjunction with the progress report, the SLT reviewed the School's Accountability report and determined that since the ELL's did not have a sufficient number of students to determine Annual Yearly Progress (AYP) status. We will track students and project a 4% increase in levels 3 and 4. Thereby, decreasing our levels 1 and 2. This percentage is subject to change once we receive our actual data report from Central.
SMART GOAL- By June 2011, the students will make at least one year progress by 3% from 271 students to 277 students, as compared to the 2009 results, in English Language Arts.	After analyzing our progress report the SLT determined that teachers have monitored and modified instruction to meet the needs of every child in the classroom. Therefore, it is realistic to determine that there will be a 3% increase in one year progress from 61.9% to 63.8%. Also, the School Leadership Team (SLT) determined that interim measures will be needed for grades K-2 and 3-5, in order to guarantee this increase in student progress.
SMART GOAL- By June 2011, the students will make at least one year of progress by 4% from 273 students to 281 students, in mathematics, as compared to the 2009 results.	After analyzing our progress report the SLT determined that teachers have monitored and modified instruction to meet the needs of every child in the classroom. Therefore, it is realistic to determine that there will be a 4% increase in one year progress from 57.1% to 61.1%. Also, the School Leadership Team (SLT) determined that interim measures will be needed for grades K-2 and 3-5, in order to guarantee this increase in student progress.
SMART GOAL- By June 2011, the number of children in need of behavior management and support will decrease by 8%.	After reviewing our Learning Environment Survey (LES), the SLT has decided to continue using the Positive Behavior Intervention System (PBIS). A Big Brother/Big Sister mentor philosophy, by using the Check In- Check Out

	system, will be introduced to students who fall in the 10% high risk category.
SMART GOAL- By June 2011, student will continue to improve attendance by 2% or more as compared to our current school status of 91.6%.	After reviewing the Cumulative Absence Report (RCUA) as generated by ATS, the SLT determined that we will continue to promote good attendance by maintaining ongoing dialogue between the Attendance Committee, Teachers and Parents.

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): **Analyzing School Data**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, 98% of the staff would have effectively used data to track their students' progress. This will entail a process of using data through multiple lenses including student learning, parent involvement, and identifying patterns and trends. Through this focus, the teachers will be able to properly plan appropriate next steps. The outcomes will be evident, by an increase of 6% in student performance, on all levels.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	We began to use our data, school wide, in an analytical way. Teachers began to go online and access their class data reports. We have increased our Professional Development by 65% around data and continuing the data dialogue. Through these weekly scheduled meetings we discussed the trends and chart the student progress or the lack thereof. The implementation of Assessment binders was used to keep running records and other data findings at hand. These meetings were cross curricular to promote best practices on every grade. The SLT maintains that an increase by 10% will have 98% of our staff well versed in the ways and means of tracking their students through the use of data.
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.*	Weekly professional development will be ongoing for all grades. Topics will vary from analysis of data, training for new reading programs, technology training and sharing descriptive and constructive information on how to improve student achievement as we incorporate New York state standards. In addition, professional development will be ongoing throughout the year in the areas of analyzing data, both formative and summative assessments, portfolio maintenance, collating of assessment binders, M-class administration, small group instruction, vocabulary expansion, and effective literacy centers.

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	One on One conference between the teacher and the administrators, regarding data; teacher created charts and diagrams of their students for the 2010-2011 school year; Data will be reviewed quarterly to assess progress and modified to meet our goal.

Subject/Area (where relevant):	**English Language Arts**
Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	At P. S. 112, By June 2011, the students will make at least one year progress by 3% from 271 students to 277 students, as compared to the 2009 results, in English Language Arts.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	After analyzing our progress report the SLT determined that teachers have monitored and modified instruction to meet the needs of every child in the classroom. Therefore, it is realistic to determine that there will be a 3% increase in one year progress from 61.9% to 63.8%. Also, the School Leadership Team (SLT) determined that interim measures will be needed for grades K-2 and 3-5, in order to guarantee this increase in student progress.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Contract for Excellence (**C4E**) allocations will help reduce class size in grades K-3. At risk students will be able to attend extended day programs. Paraprofessionals push into the classroom to assist in small group instruction. Weekly professional development will be ongoing for all grades. Topics will vary from analysis of data, training for new reading programs, technology training and sharing descriptive and constructive information on how to improve student achievement as we incorporate New York state standards. In addition, professional development will be ongoing throughout the year in the areas of analyzing data, both formative and summative assessments, portfolio maintenance, collating of assessment binders, M-class administration, SCANTRON administration small group instruction, vocabulary expansion, and effective literacy centers.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	In grades K-3, M-class will be used to measure critical reading skills. All students are given the Benchmark Assessment in October, March, and May. All "at-risk" students (those identified by the AIS provider, Professional Learning Teams, Pupil Personnel Team, and classroom teachers) are given the progress-monitoring every other week between benchmarks. In grades 4 and 5, students will be progress monitored every 4-8 weeks beginning in October, using the DRA, Running Records or "Kid Watching." Teachers will use DRA tracking sheets to monitor overall reading gains, as well as SCANTRON. Teachers will use the data to create small groups for reading instruction, plan most appropriate instructional strategies and determine interventions. Data will be tracked and maintained in students' portfolios and the

	teacher Assessment Binders. The inquiry team will monitor progress monthly as measured by Fontas and Pinell reading levels, student logs, ITAs, predictive and DRAs.

Subject/Area (where relevant): **English Language Arts**
Students with Disabilities

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Establish collaborative inquiry work focused on our Students with Disabilities (SWD).By June 2011, there will be an increase of 6% in students with disabilities for one year's progress average change in student proficiency for level 1 and 2 in ELA.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	After analyzing our School Accountability report the School Leadership Team (SLT) determined that we did not meet our Performance Index for our Students with Disabilities (SWD) that tested in ELA. In conjunction with the progress report the SLT reviewed the Quality Review report and determined that the SWD are the target population for our Extended Inquiry Work. The SLT maintains that an increase by 6% for SWD will decrease our levels 1 and 2. This percentage is subject to change once we receive our actual data report from Central.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	C4E allocations will be used to reduce class size. At risk students will be able to attend extended day programs. Professional development will be ongoing throughout the year in the areas of best practices for our IEP population. The IEP Team will review and discuss student IEP's and articulate findings with teachers and administrators.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	This model will be used in all academic areas. Skills will be taught from October to May to help students succeed. Teachers of students with IEPs will maintain portfolios and assessment binders to monitor progress and update IEPs. They will also access data from ARIS and ACUITY November through June. The ARIS website will be utilized to track students' progress and create practice lessons to increase students' performance, through Response to Intervention (RTI). Data will be tracked and maintained in students' portfolios, M-Class results, SCANTRON results, and assessment binders.

Subject/Area (where relevant): **English Language Arts**
English Language Learners

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, there will be an increase of 6% in students who are English Language Learners in terms of the average change in student proficiency for Levels 1 and 2 in English Language Arts. There will also be an increase of 6% in NYSESLAT.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	After analyzing our Quality Review report the SLT determined that 33.9% of our students in the ELL student group were tested in ELA. In conjunction with the progress report, the SLT reviewed the School's Accountability report and determined that since the ELL's did not have a sufficient number of students to determine Annual Yearly Progress (AYP) status. We will track students and project a 4% increase in levels 3 and 4. Thereby, decreasing our levels 1 and 2. This percentage is subject to change once we receive our actual data report from Central.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	C4E allocations will be used to reduce class size. At risk students will be able to attend extended day programs. Professional development will be ongoing throughout the year in the areas of best practices for our Hispanic/Latino population. The ESL teacher will articulate with classroom teachers the results of testing and resources that can reinforce skills. .
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	The ESL teacher will administer and monitor students using the NYSESLAT and Beyond to identify and utilize best practices in standards based instruction. This model will be used in all academic areas. Skills will be taught from October to May to help students succeed in English language proficiency. Students will become familiar with the structure of the NYSESLAT to insure the .7% increase. They will also access data from ARIS November through June. The ARIS website will be utilized to track students' progress and create practice lessons to increase students' performance. Data will be tracked and maintained in students' portfolios, SCANTRON results, M-Class results, and assessment binders.

Subject/Area (where relevant): **Mathematics**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, the students will make at least one year of progress by 4% from 273 students to 281 students, in mathematics, as compared to the 2009 results.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	After analyzing our progress report the SLT determined that teachers have monitored and modified instruction to meet the needs of every child in the classroom. Therefore, it is realistic to determine that there will be a 4% increase in one year progress from 57.1% to 61.1%. Also, the School Leadership Team (SLT) determined that interim measures will be needed for grades K-2 and 3-5, in order to guarantee this increase in student progress. Teachers will administer and utilize assessments in October, December, and May to set individual goals for students based on their strengths and weaknesses. These goals will frequently be monitored and updated. Teachers will use Acuity assessments in November and January to reinforce skills and differentiate instruction. A ninety minute framework, utilizing the Point of Entry model, will be implemented in every classroom. The staff developer will model best practices, provide professional development, and be available for consultation. In addition, the Jeopardy game, Math Bee, and Game 24 will take place throughout the year to energize students and enhance instruction.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Teachers will attend professional development that focuses on analyzing and using the results of ACUITY and the use of the website for student practice. Staff developers and administrators will continue to provide support services throughout the 2009-2010 school year. Professional Learning Teams will analyze data and look for patterns, strengths, and weaknesses. Strategies will be reviewed and implemented. Team members will target the lower third students for additional reinforcement of skills. Staff members will attend workshops, seminars and conferences.

Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Students will show incremental growth on Acuity tests administered three times a year. EVERY DAY MATH unit tests will also be administered between ten and twelve times a year to monitor progress. Weekly teacher made quizzes and observation will be utilized. The pacing schedule will be aligned with EVERY DAY MATH and performance indicators. Finally, data will be tracked and maintained in SCANTRON, student portfolios and assessment binders.

Subject/Area (where relevant): **School Climate**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	The number of incidents resulting in suspensions during the 2009-2010 school year was at 6%. Our school climate goal is to decrease the percentage of students who need continuous behavior management and support will maintain by 8%. The PBIS initiative will support all students in the school with support to behave in ways that positively affect them personally, academically and socially.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	After reviewing our Learning Environment Survey (LES), the SLT has decided to continue using the Positive Behavior Intervention System (PBIS). A Big Brother/Big Sister mentor philosophy, by using the Check In- Check Out system, will be introduced to students who fall in the 10% high risk category. During the 2010-2011 school year Positive Behavior Intervention System (PBIS) will plan and implement weekly activities and events that foster positive behavior. A Big Brother/Big Sister mentor philosophy will be introduced to students who fall in the 10% high risk. Staff member will receive training in Life Space Center Institute (LSCI) strategies and other research base behavior management strategies to build a vibrant nurturing community. Weekly school-wide updates about events from Sept-June are given to PBIS committee and staff. A survey will be conducted on grades 3 to 5 to analyze the effectiveness of the PBIS initiative. September to June assembly's school-wide are held to focus on achievements in mastery of PBIS strategies.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Fair Student Funding allocations will provide incentive materials to support the PBIS initiative. The team membership will be comprised of teachers, paraprofessionals, guidance counselor and administrators. The Crisis Intervention teacher will utilize data collected from the team for data analysis.

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Subject/Area (where relevant): **Attendance**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, student attendance will improve by 2% or higher as compared to the 2009-2010 school year of 91.6%. A monthly comparison by the attendance committee will analyze and compare data to last year's attendance rate for the same months. A bar graph will be generated to show increases or decreases of attendance for each class.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	During the school year the Attendance Committee meets bi- monthly to review the Cumulative Absence Report (RCUA) as generated by ATS. The committee analyzes attendance data and identifies students with 407's. The focus of each meeting consists of The Committee thoroughly analyzing these reports and identifying the students with three or more days absent. An assigned staff member will initiate a parent outreach by phone or letter. In addition, after three (3) consecutive days of absences the classroom teachers are required to make home contact. September to June assembly programs and PBIS activities are initiated to foster improvement in attendance. Students receive certificates for excellent attendance each month. The classes with the highest percent for the month are rewarded.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Fair Student Funding allocations will be used to increase student attendance rate by purchasing monthly incentives and initiating special celebrations. Attendance Team members will share data with staff and students at monthly assemblies and meetings. The sharing of this information will encourage students to attend school regularly and punctually.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Bi-monthly and monthly attendance data will be reviewed from the ARIS system. The Attendance Team will meet every other Friday to analyze attendance data. One of the new focuses will be to track students' attendances that have a number of absences but not in consecutive order. They will plan outreach for students with attendance patterns on a weekly basis. They will also assess attendance data on a monthly basis and report to the staff their findings.

Subject/Area (where relevant): **Parental Involvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, the number of parents who attend PTA meetings, volunteer, attend parent workshops and monthly activities will increase by 2% as measured by the attendance sheets and progress reports. In collaboration with the Parent Coordinator and PTA we will increase our communication by encouraging more parent involvement.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	The September Open House will launch our parent involvement initiative. This event will establish a home-school partnership to promote collaboration between PS 112 and the surrounding community. Various staff members, including the Parent Coordinator, family worker, teachers, and administrators, will sponsor monthly Parent Association meetings and other events. During these meetings there will be an exchange and collection of information to motivate student learning. The topics will vary from nutrition and fitness to self esteem. Parents will be encouraged to join the Parent Book Club and invited to attend monthly breakfasts. During the months of October and March, we will host a PS 112 Family Night and Multicultural Night. Other highlighted activities will include a talent show in February and a parent tea in May. All these events will promote a risk free environment for parents and increase involvement.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	PAC funding and fundraising money will be used to support this initiative. Staffing for these events will be administrators, staff developers, PBIS members, teachers, parent coordinators, parent association members and the family worker.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Progress will be monitored based on attendance logs from these events to monitor increase in parental involvement. Agendas will be collected from September 2010-June 2011. Data will be reviewed quarterly to assess progress and modified to meet our goal of 3% increase.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	83	40	N/A	N/A	40	3	7	0
1	84	48	N/A	N/A	50	2	12	0
2	101	92	N/A	N/A	50	8	8	0
3	98	98	N/A	N/A	70	3	10	11
4	78	76	21	N/A	55	4	17	6
5	67	67	N/A	23	60	2	13	2
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:	
Fletcher's Place	Phonics-based program geared toward Pre-K,K &1 students utilizing whole class and small group instruction during the school day
RTI (Response to Intervention)	Strategies implemented in grades K-3 for small group and guided instruction during the school day.
Great Leaps	Fluency program for K-5 students utilizing a one-to-one approach during the school day.
Soar to Success	Reading intervention program for grades 3-5 students used in conjunction with classroom instruction in reading and language arts. Pull-out/small group approach to accelerate learning for students who experience difficulty in reading during the school day
Kaplan Essentials	Test strategy leveled program for students in grades 3-5, incorporating differentiated instruction in small groups during the school day
Options Just Right Reading	Intervention program for students in grades 3-5 which provides skill instruction and practice for small groups during the school day
Acuity Skills Practice	Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day
Extended day tutorial, Test prep	Practice strategies and skills in small groups after school
Mathematics:	
Great Leaps	Facts based, timed program for students in grades 3-5 utilizing one-to-one approach during school hours
Everyday Math Options for	Supplemental strategies for grades 1-5 students to support needs in specific skills working in small

Individualizing Everyday Math Games Kaplan Essentials Acuity Skills Practice	groups during the school day Fun approach for grades K-5 students devised to increase math skills in small groups during school day Test strategy leveled program for students in grades 3-5 to increase math skills in small groups during the school day Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day
Science: Test Prep	Hands on program focusing on scientific explorations for the ELL population after school hours
Social Studies: Small group-after school (ELL)	Document based test prep program for the ELL population after school hours
At-risk Services Provided by the Guidance Counselor: Small group- before school	Individual and small group counseling as needed before and during school hours
At-risk Services Provided by the School Psychologist:	Individual intervention as needed during school hours
At-risk Services Provided by the Social Worker:	None
At-risk Health-related Services: **Asthma clinic**	Individual and Small group/school hours

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).

X☐ 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: 32 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) IEP/SETSS where applicable

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.

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) LAP narrative to this CEP.

Public School 112, The Bronxwood School
1925 Schieffelin Avenue
Bronx, New York 10466
Telephone (718) 654-6377/78 Fax (718) 654-7931

Susan Barnes	**Adrienne Rattray**	**Carla White**
Principal	**Assistant Principal**	**PA President**

Glenda Sierra Parent Coordinator

P.S.112
THE BRONXWOOD SCHOOL
LANGUAGE ALLOCATION POLICY
2010-2011

See LAP attached file document

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. **See LAP attached file document**

Section III. Title III Budget

School: P.S. 112x **BEDS Code:** 321100010112

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$9,750.00	**(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x $49.89 (current teacher per session rate with fringe) = $9,978.00)**
Purchased services - High quality staff and curriculum development contracts.	$1,500.00	**(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	$2,250.00	**(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)**
Educational Software (Object Code 199)		**(Example: 2 Rosetta Stone language development software packages for after-school program)**
Travel		
Other		
TOTAL	$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   The school, in conjunction with the Parent Teacher Association, conducts a survey to determine the language needs of the student population and their parents/ guardians. This information, is assessed and a plan formulated by the Leadership Team. It is included in the CEP. This information is also available to and considered by the Curriculum Team which meets on a weekly basis. The ESL teacher, literacy coaches, AIS provider, and administrators comprise this team.
   The Spanish speaking parent coordinator and office personnel are available to parents of newly registered students to help assess their needs. These needs are evaluated, prioritized, and accommodations are arranged by the parent coordinator.

   See additional information on the LAP in the attached file.

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.

   Our school is comprised of 42 % Hispanic with 2.5% immigration from Jamaica, and the Dominican Republic. This information from the school report card is reported to the school community at PTA and Leadership Team meetings. It is available on –line to the general community and school staff.

   See additional information on the LAP in theattached file.

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.

- Principal's monthly newsletters and calendars that are sent home.
- Flyers of in-house and/or community programs regarding workshops, classes for children and adults, health clinics in the school and/or in the community – all flyers pertinent to the well-being of the family will be translated in the home languages of the students.
- Notes sent home to parents from the school, classroom teachers, school nurse, and administration.
- Field trip reminders.
- Directions for completing projects, assignments, homework, and class work concerns.
- The teachers' comments and/or observations will be recorded in the home language on the student's report card.
- Some translations will be provided by in-house school staff. i.e parent conferences and visits, IEP conferences, class celebrations, telephone calls, office drop-ins.

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

Oral interpretation will be provided through our parent coordinator, family worker, school secretary, school aides and the school based support team. In addition, translators will be available, as requested, during student I.E.P. evaluations. These translations will be provided by our in-house school staff.

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

The Chancellor's Regulation A-663 will be met via the following:
During initial registration and parent orientation the aforementioned regulations will be provided in both Spanish and English.
In addition, parents will receive attachment A of the Chancellor's Regulations for A-663.

The school will:

a. Survey home language upon registration
b. Maintain record of the home language
c. Notify parents of translation services in person, by letter and by posted signs in school
d. Notify parents of their rights regarding translation services in person, by letter and by posted signs in school
e. Provide translation and interpretation for meetings, workshops and activities

f. Provide translated documents i.e. student information, test results
g. Insure that parents will not be prevented access to school, teaching staff and administration due to language barriers
h. Provide notifications and forms to parents who speak a language other than English or a covered language

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:	513,527	190,292	703,819
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,135	1,903	7,038
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,676	*	
4. Enter the anticipated 10% set-aside for Professional Development:	51,352	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: ___99.5%_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year . The teacher is taking UFT and University-Level Courses to complete credit deficiencies.

* 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.

PS 112x agrees to implement the following statutory requirements:

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

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

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

School actively involves parents in teaching and learning as members of School Leadership Team, as resources in the school and as tutors in school programs. Through a newsletter printed in English and Spanish as well as a bilingual telephone message service and hotline

parents can find out about current events at the school. To help families deal with the many external pressures that have an impact on school achievement the school offers the assistance of our bilingual parent coordinator, bilingual family worker, health intern, guidance counselor and PPT/RTI Team all of whom can provide support and referrals to community-based organizations.

2. PS 112x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: learning walks, Quality Review, collaboration and consultation of the CEP, PTA/Principal meetings, human resources committee, and development of parent/community workshops,
3. PS 112xwill provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Open House	
Pre- K Parent Meetings	Hispanic Heritage
Nutrition Education-10 week program	Getting Your Child Ready for the ELA
Holiday Concert	Family Night
Talent Showcase	Informational Meetings
Parent Book Club	Parent Concert
Intervention Fair	Reading Workshop (Pre-K. K and 1st grade)
Children's Health Issues	Breast Cancer Awareness
National Volunteer Week	Open Mike Night/ Poetry Slam
Spring Dance	Fashion Show
Family Mall Activities	High-Five Fridays

4. PS 112x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.) N/A
5. PS 112x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The PTA will develop and circulate a Parent Needs Survey in English and Spanish. They will collect, evaluate and prioritize the community's needs. This information will be reported to the full School Leadership Team at a meeting prior to the writing of the CEP. A sub-committee of parents and teachers will be formed to write that section of the CEP. An action plan will be developed for its implementation. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. PS 112x will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards
ii. the State's student academic achievement standards
iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Open House	Pre- K Parent Meetings
Hispanic Heritage	Getting Your Child Ready for the ELA
Family Night	Informational Meeting-Extended Time
Parent Book Club	Intervention Fair
Reading Workshop	(Pre-K. K and 1st grade)
National Volunteer Week	Open Mike Night/ Poetry Slam
PTA meetings-Promotional Criteria	RIF
Family Mall	

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- providing parent workshops: computer technology, test taking strategies and techniques
- ACUITY
- Parent Tutoring Program
- Book Club
- Parent Coordinator and Family Worker outreach
- Family Mall
- Making Books Sing

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- continuing Family Nights
- International Luncheons
- Family Mall
- Oral History Project
- Senior citizen outreach
- School Leadership Team and sub-committees

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of

- EDM Home Links/ Study Links
- Family letters
- Family Mall
- Parent Volunteers
- Family Worker

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
   - Parent Monthly Newsletters and Calendars
   - Informational bulletins from the region and chancellor about upcoming events
   - Principal's monthly newsletters and calendars that are sent home.
   - Flyers of in-house and/or community programs regarding workshops, classes for children and adults, health clinics in the school and/or in the community – all flyers pertinent to the well-being of the family will be translated in the home languages of the students.
   - Notes sent home to parents from the school, classroom teachers, school nurse, and administration.
   - Field trip reminders.
   - Family Mall
   - Directions for completing projects, assignments, homework, and class work concerns.
   - The teachers' comments and/or observations can be recorded in the home language on the student's report card.
   - These translations will be provided by in-house school staff.
     - Bilingual Parent Coordinator and Family Worker
     - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

SCHOOL- PARENT COMPACT

PS 112X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

P.S. 112 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
   - Participate in all regional educational initiatives
   - Adhere to city and state standards
   - Incorporate Principles of Learning and POEM into all lessons
   - Differentiate instruction to meet the needs of all students
   - Mainstream students wherever possible
2. Hold parent-teacher conferences twice yearly during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: phone conferencing, on-going parent/teacher conferencing, issuance of the students' report cards (3 times yearly, on-going access to the Princeton Review assessment results..]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents are invited to meet with staff during parent/ teacher conferences and during any scheduled appointment time throughout the year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during class trips and class projects, assembly programs , Open School Week
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the P.S. 112 Discipline Code.
- Attend school regularly.

SIGNATURES:

_____	_____	_____
SCHOOL	**PARENT(S)**	**STUDENT**
_____	_____	_____
DATE	**DATE**	**DATE**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

As indicated by our city and state test results, when disaggregated, the school did not meet the AYP for the subgroup of Special Education student population for English Language Arts. (refer to pp 15-20)

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning 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 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.
      - Are consistent with and are designed to implement State and local improvement, if any.

Interventions being implemented at P.S. 112 to help all out at risk students. We particularly identify the IEP and Hispanic/Latino subgroups:

Our students for whom an extension of services is being sought, will be given the following intervention strategies, in order to better assist them in this school year, 2009-2010.

- Out of classroom staff push-in during the Balanced Literacy block, to provide small group instruction in literacy.
- Paraprofessional support

- Supplemental Educational Services and/or test preparations and other Academic Intervention Services are offered.
- Extended-day focuses on literacy skills and test preparation.
- Great Leaps, 100 Book Challenge, and Wilson, a multi-sensory, structured reading and spelling program, have been implemented for students with gaps in their achievement level.
- Parents and the community are given copies of the testing calendar.
- Parents are offered literature and workshops to guide them in our ongoing home-school community partnership endeavors. Translations are provided to enhance communication.
- Parents and community volunteers are asked to assist where needed, and whenever possible, before, during, or, after school hours.
- Ongoing professional support and continued access to pertinent instructional materials that are particularly helpful to second language learners.

3. Instruction by highly qualified staff.

All classroom teachers, out of classroom teachers, clinicians, and paraprofessionals are given 10 hours of staff development in

a. Overview of Special Education strategies
b. Review of PRIM
c. IEP availability
d. NYS Standards and Chancellor's Regulations
e. Learning Walks
f. Formation of LRE Committee
g. Differentiated Instruction
h. Formation of Integrated Co-Teaching Services classes

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.

Public School 112 plans staff development around the needs of the teachers as well as region and state mandates. Professional development is mandated for all staff members. Teachers receive staff development from school based literacy teams, ESL instructor, Literacy Coach and Lead Teachers. High-quality and ongoing professional development are aligned with the State and City standards. We will use effective methods and best practices that are founded on scientifically based research, and that: strengthen core academic programs: provide enriched accelerated curriculum: increase the amount of quality learning time. We will provide extended school day, and before and after school programs. We will fine tune strategies for meeting educational needs of historically underserved population.
These programs are consistent with, and are designed to implement local and state inclusions plans.

Topics of instruction include:

- Balanced Literacy
- Point of Entry Model

- Differentiated Instruction
- Formal and informal Assessments
- Balanced Mathematics
- The Principles of Learning
- Using Data to Drive Instruction
- ESL Methodologies and Strategies
- NYSESLAT
- M-CLASS Assessment
- SCANTRON Assessment
- Science and Social Studies Curriculum
- Second Language Acquisition
- Case studies
- ACUITY and ARIS Systems
- Portfolio and Binder

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

   We will actively recruit certified teachers at job fairs and local colleges for all areas of education. We will post out school on the UFT Open Market Transfer Plan. Our Human Resources Committee interview parameters will include licensed, certified and experienced teachers. The school based Tier III team will support them in their induction process. We will pair new teachers with experienced teachers with intra and inter class visitations. Our school provides mentors for new teachers, support of coaches, and Lead Teacher/ Model Classroom strategies, techniques and methodologies.

6. Strategies to increase parental involvement through means such as family literacy services.
   Parents are encouraged to become more involved in various school activities:
   - September Orientation/Meet the Teacher
   - Family/Literacy Nights
   - Making Books Sing
   - PTA Meetings and Celebrations
   - Chaperone Class Trips
   - Principal's Monthly Newsletters
   - Science Projects/Fair
   - Parent Volunteers to Monitor Extra Curricular Activities
   - School Assemblies
   - Girl Scouts

- Computer Classes
- School Leadership Team
- Parent/Teacher Conferences
- Parent Coordinator Workshops:
- Open House
- Pre- K Parent Meetings
- Hispanic Heritage
- Nutrition Education-12 week program
- Holiday Concert
- Holiday Talent Showcase
- Parent Book Club
- Intervention Fair
- Children's Health Issues
- National Volunteer Week
- Spring Dance
- Field Day
- Yoga / Cultural Dance
- Getting Your Child Ready for the ELA
- Family Night
- Informational Meeting-Extended Time
- Parent Concert
- Reading Workshop (Pre-K. K and 1st grade)
- Breast Cancer Awareness
- Open Mike Night/ Poetry Slam
- Fashion Show
- School Carnival

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.

   Preschool students will attend an open house in the late spring and be introduced to the teachers and new environment. They will then take a tour to prepare them for the transition into their new grade. A parent orientation will also be provided to introduce them to the curriculum and teachers. Over the summer, the children and families will receive a welcoming letter, classroom expectation list and material list from his/her prospective teacher. On the first day of school the children will receive the first monthly newsletter outlining curriculum and upcoming events.

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

   Teachers meet at weekly PLT Meetings (Professional Learning Team Meetings) with Literacy and Math Coaches to discuss curriculum and plan for the months ahead. They review student assessment to identify trends and areas of concern for the grade and individual classes. SAMS reports are updated and the Curriculum Maps and Essential Questions reviewed and adapted on a regular basis. The CEP is reviewed and modified at School Leadership Team meetings periodically. Principal and administrators meet with staff at monthly faculty conferences and grade meetings to discuss student needs and educational initiatives.
   Data is disaggregated and plans are designed to differentiate instruction to meet the needs of individual abilities and learning styles. Staff development, based on Teacher Needs Assessment Survey is provided in all academic areas. Topics have included classroom management, ESL and Special Needs instruction, Principles of Learning, POEM, LAP, PBIS, PRIM, Curriculum Mapping /Essential Questions and IADS.

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.

   Academic Intervention Services and at-risk SETSS are provided to those students that have difficulty mastering proficient or advanced levels. Students in grades four and five have been identified by scoring below level 3 on any or the New York State Tests and teacher assessments (DRA, EDM monthly unit tests and teacher observation). Students in grades K through three are identified by teacher assessments (ECLAS-2, DRA, EDM monthly unit tests, and teacher observation). The SAMS data is analyzed at PLT meetings to more clearly understand the student's needs. Small group tutorials, PRIM Strategies, SES programs, Extended Day AM and PM programs, and ESL Extended Day programs are offered to these students.

   The Intervention programs that are being used are: Kaplan Advantage Reading, Kaplan Advantage Math, Soar to Success, RTI, -at-risk SETSS, at-risk guidance, and student support groups. Scheduled assessments provide data to drive instruction and allow the opportunity to see whether the child is making progress. If satisfactory progress is not made, another program will be implemented and the student may be referred to the PPT for further interventions.

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.

    In 2010/2011 our school will continue the PBIS School Wide Behavioral Support Program (SBS) began in 2006/2007. In general, SBS refers to the use of comprehensive behavioral interventions and systems as a way to bring about socially important behavioral change. We will explore our values and beliefs concerning the purpose of schooling, the purpose of discipline, teacher responsibility and various

procedures that support or discourage particular behaviors. SBS advocates view discipline as an instrument to enhance a student's academic and social success. Personalizing learning for all students is a key element in PBIS. Creating a culture of strong, healthy, and positive relationships between staff and student invites student participation and interest. It recognizes the socio-cultural history of students and their families. In order to sustain student motivation and develop a work ethic, students need to feel increased ownership for their learning. This will influence the social and academic outcomes. This program will allow us to alter our discipline challenges and academic stagnancy to more positive and rewarding outcomes.

We have a full time Health Intern and school nurse who address the health issues of our students. They provide onsite first aid as well as conduct nutrition and asthma management classes. The health office monitors our diabetic children and supervises the health paraprofessionals. They are authorized to oversee the children's drug regimen, use of asthma medications and equipment. Many of our staff has been trained in CPR and use of the defibrillator (located within easy access in the building). Our safety plan provides drill procedures, emergency equipment and first aid kits .

As a Title 1 school with full enrollment, all our children receive a balanced breakfast and lunch. The staff encourages a balanced diet. No soda or sweetened snacks are available in the cafeteria.

The children have been enrolled in the Physical Education Initiative. Data is being collected and will be analyzed as to healthy growth and weight. Our Physical Education teachers have been attending professional development in this and other important health areas. The AIDS curriculum is addressed in the appropriate manner in selected grades.

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

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	**Fund Source** *(i.e., Federal, State,*	**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**

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	✓			431,364	✓	Pg
Title I, Part A (ARRA)	Federal	✓			190,292	✓	Pg
Title II, Part A	Federal	✓			316,019	✓	Pg
Title III, Part A	Federal	✓			15,000		
Title IV	Federal	✓		-	8,854		
IDEA ARRACTT	Federal	✓			6,123	✓	Pg
Tax Levy FSF	Local TL FSF TL FSF INC TL FSF Legacy	 ✓ ✓ ✓		✓	 2,324,346 38,119 97,572	✓	Pg

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.

   (refer to part C of Appendix IV)

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

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

   (refer to part C of Appendix IV)

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
   a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
   b. Help provide an accelerated, high –quality curriculum, including applied learning; and
   c. Minimize removing children from the regular classroom during regular school hours;

   (refer to part C of Appendix IV)

4. Coordinate with and support the regular educational program;

   (refer to part C of Appendix IV)

5. Provide instruction by highly qualified teachers;
   (refer to part C of Appendix IV)

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

   (refer to part C of Appendix IV)

7. Provide strategies to increase parental involvement; and

   *(See Section VI and Appendix 7-Key Findings)

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

   *(See Section VI and Appendix 7-Key Findings)

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: Restructuring (Advanced)-Focused **SURR[3] 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.

   Review of the NYS ELA tests indicated that our test scores did not meet AYP targets consistently. Our students with disabilities did not achieve our target goals. Our ELL students met our AYP target this year. Analysis of ACUITY data (ITA's and Predictives) indicated the following deficits.

   The ELL students in the third grade still appear to have difficulties in written expression, main idea, vocabulary, graphic organizing, collecting data, and use of context. Fourth and fifth grade ELL students had trouble with critical analysis and evaluation, such as author's purpose, fantasy, implied information, fact and opinion, and literary genres. Our students with disabilities struggled with what students do for information and understanding in reading, such as interpreting maps and charts, context clues, main idea, supporting details, written directions, story structure, figurative language, author's purpose and inferences about events and character. Our overview accountability report for 2008-2009 shows that we made our AYP for all sub-groups, except students with disabilities.

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.

[3] School Under Registration Review (SURR)

Refer to the Action Plan for ELA Students with Disabilities and English Language Learners on pages 16-19.

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.

   (a) Provide the following information: 2010-2011 anticipated Title I allocation = $513,527.00; 10% of Title I allocation = $51,352.70.

   (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

   Based on a teacher needs survey, professional development will be provided in the following areas: differentiated instruction, interpretation of assessment data, use of data to drive instruction, incorporation of information from the IEP of students, and the Principles of Learning. Materials will be purchased to facilitate these workshops and support the teachers. Our LSO will be directed to support and provide the appropriate consultation. Teachers will participate in workshops both during and after the school day. Workshops and Professional Development activities are available through the network.

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

   Public School 112 plans teacher-mentoring and professional development based on the needs of the teachers. Professional development is mandated for all staff members. Teachers receive staff development from school based literacy teams, ESL instructor, Literacy Coach and lead teachers. High-quality and ongoing professional development are aligned with the State and City standards. We will use effective methods and instructional practices that are founded on scientifically based research, and that: strengthen core academic programs: provide enriched accelerated curriculum: increase the amount of quality learning time. We will provide extended school day, and before and after school programs; include strategies for meeting educational needs of historically underserved population.
   These programs are consistent with, and are designed to implement local and state inclusions plans.

   Topics of instruction include:
   - Balanced Literacy
   - Point of Entry Model
   - Formal and informal Assessments
   - Differentiated Instruction
   - Use of English Grammar

- Balanced Mathematics
- The Principles of Learning
- Using Data to Drive Instruction
- ESL Methodologies and Strategies
- NYSESLAT
- ECLAS and Assessment
- Science and Social Studies Curriculum
- Second Language Acquisition
- Use of materials/ libraries
- Use of "Smart" board and computer technology

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.

A letter will be sent to all parents advising them of our **Restructuring -Focused/Advanced** status and their parental rights and options. This information will be backpacked home. The information will also be included in the parents' monthly newsletter. A meeting will be held to share this information with the parents in attendance.

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

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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.)

   We have identified **11** Students in Temporary Housing for the 2010-2011 school year.

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

   A-780 STUDENTS IN TEMPORARY HOUSING
   In following Chancellor's Regulation A-780, we will provide for the needs of our students in temporary housing be using the following guidelines:
   - Display in a prominent location posters that set forth the basic rights of homeless children and provide information about the STH Liaison.
   - Assure that when school staff become aware of any student who is or may be homeless or who needs assistance, that they contact the STH Liaison(s).
   - The School shall have information sheets (McKinney-Vento Act Guide for Parents) that set forth the basic rights of homeless students. These information sheets shall be available in the office of the Parent Coordinator
   - Family Assistants also shall provide the McKinney-Vento Act Guide for Parents to parents in homeless shelters.
   - Residency Questionnaire Form will be distributed to every student, and asked that the residency questionnaire be completed by the parent in order to determine services the student may be eligible to receive under the McKinney-Vento Act. In all subsequent years, schools must provide and request the completion of the residency questionnaire to all newly enrolled students and students who change their addresses

during the school year. Schools enter information that a student is homeless into ATS in the student's bio page (BIOU) and update changes as appropriate.

PS 112 will be responsible to notify parents of the following guidelines:

A. Selection of Schools

1. A homeless student for whom the New York City school district is the designated school district is eligible to attend the following schools:

a. The school of origin or the school of current location*.

i. Homeless students follow the same procedures as all New York City students when there is no zoned school in their school district as outlined in Chancellor's Regulation A-101.

ii. The choice about where the child will attend school, that is, whether or not a homeless student will change schools or remain in their school of origin, shall be made on the basis of the "best interest" of the student. To the extent feasible, a student shall be kept in the school of origin, unless this is contrary to the wishes of the student's parent. Among the factors to consider in making a best interests determination are: the age of the student, the distance the student would have to commute to school, student safety issues, the student's need for special education (discussed further below), and the time remaining in the school year.

* As defined in Section I of this regulation, school of origin means the school the child attended when permanently housed or the school in which the child was last enrolled. School of current location means the school that is zoned for the address at which the child is actually living or the school which other students living in the same area as the child are eligible to attend.

b. For parents of a student with a disability who is recommended for special class or Collaborative Team Teaching or District 75 who wish to transfer to a school of current location, the transfer school (or new school for newly enrolling students) will be determined by the Office of Student Enrollment ("Student Enrollment") or the Committee on Special Education, where applicable. For all students recommended for District 75 programs, the school will be determined by the District 75 placement office.

• If a homeless student changes schools while the student is in the process of a special education initial evaluation, annual review or reevaluation, the evaluation or review should be completed by the school where the student is currently registered.

c. A student who becomes homeless has a right to transfer to and enroll in another public school for which he/she meets the school eligibility criteria and according to the DOE regulations. Homeless students are not required to demonstrate a travel or other hardship before transferring to and enrolling in another school.

d. The choice about whether or not a student should remain in the school of origin or change schools shall be available each time a student moves to a different temporary housing arrangement.

e. In selecting a school, homeless students should be encouraged to remain in their school of origin to the extent feasible, unless the parent elects not to, or in the case of an unaccompanied youth, the student elects not to.

f. Regular attendance of homeless children is of paramount importance, and the school must make every effort to ensure regular attendance. If a student has sporadic attendance, the school must contact the parent and the Family Assistant and/or STH Liaison(s) to identify services that may be needed or whether alternative schooling arrangements should be arranged.

g. Students who do not transfer into a school of current location are to be provided with assistance to maintain continuity of education at their school of origin. Transportation (discussed in Section VII) must also be arranged by Family Assistants or the STH Liaisons.

h. Subject to the provisions of Chancellor's Regulation A-101, a homeless student, once enrolled in a school, can remain in that school through its terminal grade, even if the student becomes permanently housed and is no longer homeless.

B. Enrollment Assistance

a. Family Assistants shall assist parents in enrolling students in school in coordination with and in accordance with the procedures of the Office of Student Enrollment. Homeless students, including students with disabilities, may be referred to the Borough Enrollment Office for school enrollment or transfer purposes.

b. Enrollment in school may not be delayed or denied due to the lack of any documentation normally required for enrollment, including: proof of residency; transcripts/school records; immunizations or other health records; birth certificate.
Family Assistants and school staffs are required to assist parents or unaccompanied youth in obtaining such documents. If immunization records cannot be obtained, the parent, in consultation with the STH Liaison(s), should be referred to a walk-in immunization clinic for assistance.

c. Children must be admitted to school while proof of birth, immunization, and other school records are being located and/or verified. C. Pre-Kindergarten Children must be placed in pre-kindergarten classes if these services are available to permanently housed children in the district and if there is space, in accordance with the same procedures followed for permanently housed children. If there are no pre-kindergarten classes in the district, every effort should be made to find an appropriate placement for the children whose parent(s) request pre-kindergarten classes. Pre-kindergarten students in temporary housing are entitled to transportation.

PS 112 will address the following guidelines:
Per Chancellor's Regulation A-810, students residing in temporary housing are eligible to receive free school meals.

TRANSPORTATION
All homeless students, including students receiving special education services, in grades Pre-K- 12 who have been placed in temporary housing are exempt from age and distance requirements and are eligible for free transportation as long as they are homeless students.

For homeless students in shelters, the Family Assistants and/or STH Liaison will coordinate with the Office of Pupil Transportation ("OPT") to determine if a yellow bus route is available for a student who does not need specialized transportation to travel to/from school. If yellow bus transportation has not been arranged for a homeless student, school staff should consult with the Family Assistant and/or STH Liaison for assistance.

Yellow Contract Bus Service will be provided to homeless students, grades K-6, whenever an appropriate route exists to provide such service. If yellow bus transportation is not available or appropriate, homeless students are eligible for a full fare Metro-card without regard to their age or the distance from their temporary housing accommodations to school.

Pre-Kindergarten students are also entitled to transportation and will receive Metro-card only.
Parents of homeless students in grades Pre-K-6 who receive a Metro-card to travel to/from school are eligible for 14-day Metro-cards in order to accompany their children to/from school. Family Assistants and STH Liaisons will provide 14-day Metro-card to parents upon request as warranted.

If the student is registering in a new school and the IEP recommends special transportation, the Special Education Placement Officer will contact OPT for transportation arrangement. If the student changes his/her address and remains in the same school, the school is responsible for updating the student's new residence in ATS. Once the change is in ATS, OPT will arrange the new bus route within 5 business days. The STH Liaison will coordinate with OPT for the arrangements of the new bus route. If a child using this service is absent for more then 3 consecutive school days without the company being informed of the reason for the absence, the bus company must contact OPT. In such cases, service for the child may be suspended until further notice. In the case of homeless students who attend a District 75 Citywide Program, Student Enrollment will contact District 75 placement personnel who will then arrange for placement and/or transportation. If any student is residing in a Domestic Violence Shelter, the address of that shelter must remain anonymous and will not be entered into ATS. Instead, an OPT-77 Form must be completed and transportation arranged directly with OPT.

SERVICES FOR FAMILIES AS THEY MOVE INTO PERMANENT HOUSING

Family Assistants will also meet with families residing in a Department of Homeless Services ("DHS") shelters, prior to their moving into permanent housing, to ensure a smooth transition. Temporarily housed families not residing in DHS shelters who need assistance as they move to permanent housing, should contact the STH Liaison(s) in their borough. Parents will be informed that their children have the right to stay in their current schools through the terminal grade. In regard to transportation, when homeless students become permanently housed, they are subject to the same eligibility rules as non-homeless student as set forth in Chancellor's Regulation A-801.

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.

Attachments

Sample Home Language Instruction Survey (H.I.L.S.) for Parents
See Below

Deportamento tie Education de la Ciudad **de Nueva** York / **The New York City** Department **of Education**

EntuBSta para identifier «l idiama del hog or a completarse **par padres o tutores / Parent/Guardian Home language Identification Survey**

A COMPLETARSE PIW EL PERSONAL OE LA ESCUELA 0 DEL CENTRO DE INSCRIPCl6N **TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL**

Ustimados padres o tutores:

Para brindar a su hijo la mejor education posible, es mcesario determinar el dominio que este posee del idiom a ingles en cuanto a la compnnsion, expresion oral, kcturay escritura. Con el objetivo de mantmerlo informado, tambien necesitamos saber en que idioma desea usted recibir la information importante qm le envia la escuela. Apntiaremos mucho la ayuda que nos brindard al responder a las preguntas que aparecen a continuation.

Gradas.

District: Date:
School:
Class:

Grade:
Relationship of person providing information for survey [check one):
Mother a Guardian a
Father p Other C[(specify):

In what language?
If on interview is conducted, list interviewer's name and title or relationship.
If an interpreter is provided, list name and position/relationship;

Eligible for LAIi-R testing? Yes a No D

Person determining LAB eligibility and signature:

Is the interpreter trained/qualified (e.g., bilingual teacher, Translation 8. Interpretation Unit staff)? Yes D No a

OTELE ALPHA CODE

Program Placement: Transitional Bilingual Education a (Is this a transfer? Yes n No D) Dual Language n ____Freestanding ESL u_____

PARTE i. REQUISITOS PARA RENDJR LOS EXAMINES IAB-R / PART i. lAB-R ELIGIBILITY;

Esta information determinara si reiine los requisites pora rendir la serie actualiiada de exdmenes de idioma (LAB-R, par sus siglas en ingles). Marque con un V la casilla que corresponda. Si su respuesta es otro idioma, por favor especifiquelo en ingles.

This information will establish eligibility for the English Language Assessment Battery-Revised (LAB-R). (^J) box that applies. If another language is used, please specify in English.

1.	jQue idioma comprende el nino? / What language does the child		
	Ingles / English D	Espanol / Spanish D	/ Other D:
2.	jQue idioma hnbla el nino? / What language does the child sneak?		
	Ingles / English a	Espanol / Spanish n	/ Other 0:
3.	&Que idioma Ifig el nino? / What language does the child		
	Ingles / English a	Espanol / Spanish n	No lee / Does not read u
4.	eEn que idioma escribe ei nino? / What language does the child write?		
	Ingles / English a	Espanol / Spanish D	No escribe / Does not
5.	jQue idioma se habla en el hogar o residencla del nino eon mayor freiuencio? What language is spoken in the		
	Ingles / English a	Espanol / Spanish a	/ Other D:

Departomento de Education de la Ciudad de Nueva York / The New York City Department of Education

Enmestq *para* Identifier el idioma del *kogar a* tompletarse par padres o tutares / Pa rent/Guard ion Home language I He nt Hi tot ion Survey

6. £En que idioma habla et nino con sus padres o tutores con mayor frecuencic? In what language does the child speak with parents/guardians most of the time?		
Ingles / English D	Espanol / Spanish D	Otro / Other D:
7. gEn que idioma habla el nino con sus hermanos, hermanas o amigos con mayor frecuencjg? In what language does the child speak with brothers, sisters or friends most of the time?		
Ingles / English o	Espanol / Spanish n	Olro / Other D:
8. aEn que idioma habla el nino con otros parientes o personas a cargo [por ejemplo, nineras) tfin_ In what language does the child speak with other relatives or caregivers (e.g., babysitters) most	mayor fret u end a? of the time?	
Ingles / English D	Espanol / Spanish a	Otro / Other D:

PARTE 2. PiANiFicACibN EDUCATIVA/**PART2-** INSTRUCTIONAL PLANNING:

Las respuestas a las siguientes preguntas adicionales se utilizardn para la planificacion educativa. Ingress la respuesta correcta en ingles para cada pregunta sobre su hijo.

Responses to these supplementary questions will be used for instructional planning. Enter the correct response in English for eoch of the following questions concerning your child.

£Es la primera vez que el nlfio asiste a una escuela en Estados Unidos? Is this the first time the child has attended a school in the United States? — a Si / Yes

51 LA RESPUESTA ES NEGATIVA: / IF NO:

gDonde se encontraba la escuela a la que asistia? Where did he/she go to school?

gDurante cuanto tiempo asistio a la escuela? How long did he/she attend school?

gEn que idioma se impartia la enserianza? Which language was used for instruction?

2. jEl nino asistio a la escuela en olro pa is? Has the child attended school in another country? — a Si/Yes — j No / No

SI LA RESPUESTA ES AFIRMATIVA; / IF YES:

jDonde se encantraba la escuela a la que asistia? Where did he/she go to school?

jDurante cuanto tiempo asistio a la escjela? How long did he/she attend school?

aEn que idioma se impartia la ensenanza? Which language was used for instruction?

3. £EI nino participo de alguna experlencla grupal antes de ingresar a la escuela [por ejemplo, n Si / Yes guarderia o preescolar]? Did the child participate in ony group experience prior to entering school (e.g., daycare, preschool)? — a No / No

SI LA RESPUESTA ES AFIRMATIVA: aque idioma se utilizaba? / IF YES; What language was used?

4. JEI nino utiliza otro(s) mediofs] de comuntcacion, tales como el lenguaje de senas aniericano (ASL, por sus siglas en ingles) o un dispositive de comunicacion aumentativa (por ejemplo, un toblero de comunicacion manjal o electronico)? Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g.. Communication Board-manual/electronic)?	a Si / Yes	a No / No

SI LA RESPUESTA ES AFIRMATIVA: jcuales son estos rnedios? / IF YES: Which ones?

PARTE 3. INFORMACI6N **DE LOS PADRES / PART 3.** PARENT INFORMATION!

Los respuestas a las siguientes preguntos adicionales se utilizaran para que el Departamento de Educacion de la Ciudad de Nueva York (NYCDOE, por sus siglas en ingles) se pueda comunicar con usted en el idioma de su preferencia. Por favor escriba sus respuestas en ingles.

Responses to these supplementary questions will be used so that the NYC Department of Education can communicate with you in the language of your choice. Please write your responses in English.

1. gEn que idioma desearia recibir la informacion por escrito que envia la escusla? in what language would you like to receive written information from the school?	
2. gEn que idioma preferiria comunicarse verbalmente con el personal de la escuela? In what language would you prefer to communicate orally with school staff?	
Firma de uno de los padres / Parent Signature	Fecha [DD/MM/AA] / Date

T&I-2038 rev05-23-2007 (Spanish)

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	☐☐☐☐☐	Signature	Date (mm/dd/yy)
Adrienne Rattray	Assistant Principal	Adrienne E. Rattray	10/12/10
Glenda Sierra	Parent Coordinator	Glenda Sierra	10/12/10
Sharon Burton-Lofton	ESL Teacher	[illegible]	10/27/10
Carla White	Parent	Carla White	10/12/10
Frances Sullivan	Teacher/Subject Area	[illegible]	10/27/10
Carolyn Palau	Teacher/Subject Area	[illegible]	10/12/10
Elizabeth Harris	Coach	Elz Harris	10/12/10
Frances Sullivan	Coach	Valerie Rhodes	10/12/10
Madelon Kendricks	Guidance Counselor	Madelon Kendricks	10/12/10
Rosemary Caban	School Achievement Facilitator		
Ben Waxman	Network Leader		
Ceevah Coleman	Other	[illegible]	10/12/10
Luz Mercando.	Other	Luz Mercado	10/12/10
Susan A. Barnes	Principal	[illegible]	10/12/10

Signatures	
School Principal	Date
[illegible]	10/18/2010
Community Superintendent	Date

Reviewed by ELL Compliance and Performance Specialis Date

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 Bronxwood								
District:	11	**DBN:**	11X11	**School**		321100010112			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-	2009-	2010-
Pre-K	25	28	29
Kindergarten	85	68	67
Grade 1	109	107	69
Grade 2	112	94	93
Grade 3	83	103	82
Grade 4	85	86	93
Grade 5	88	81	79
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	4	3
Total	587	571	515

Special Education			
(As of October 31)	2008-	2009-	2010-
# in Self-Contained Classes	54	56	46
# in Collaborative Team Teaching (CTT)	29	34	28
Number all others	24	20	23

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-	2009-	2010-
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang.	0	0	TBD
# receiving ESL services only	50	52	TBD
# ELLs with IEPs	4	13	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-	2008-	2009-
	89.7	91.2	90.3

Student Stability - % of Enrollment:			
(As of June 30)	2007-	2008-	2009-
	89.8	92.1	94.1

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-	2009-	2010-
	85.0	91.8	91.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-	2008-	2009-
	20	24	19

Recent Immigrants - Total Number:			
(As of October 31)	2007-	2008-	2009-
	6	5	1

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-	2008-	2009-
Principal Suspensions	0	0	0
Superintendent Suspensions	4	1	0

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-	2008-	2009-
Number of Teachers	55	54	50
Number of Administrators and Other Professionals	14	13	7
Number of Educational Paraprofessionals	5	5	9

Overage Students (# entering students overage for				Teacher Qualifications:					
(As of October 31)	2007-	2008-	2009-	*(As of October 31)*			2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this school			98.2	100.0	100.0
				% more than 2 years teaching in this school			70.9	85.2	92.0
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			63.6	77.8	88.0
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			91.0	96.0	94.0
American Indian or Alaska Native	0.2	0.4	0.2	% core classes taught by "highly qualified" teachers			95.4	100.0	91.0
Black or African American	53.5	51.0	51.7						
Hispanic or Latino	44.0	44.1	46.8						
Asian or Native Hawaiian/Other Pacific	0.7	0.9	0.4						
White	1.0	1.1	0.8						
Male	50.3	49.9	49.9						
Female	49.7	50.1	50.1						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,							

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress
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	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	60.9	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	4.1	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	45.1		
(Comprises 60% of the			
Additional Credit:	5.3		

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

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

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

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI/PEA	District 11	School Number 112	School Name P.S.112

Principal Susan Barnes	Assistant Principal Adrienne Atkinson-Rattray
Coach Valerie Rhodes	Coach Elizabeth Harris
Teacher/Subject Area Frances Sullivan-Literacy	Guidance Counselor Madelon Kendricks
Teacher/Subject Area Debra Amodio-Hunker - Math	Parent Carla White
Teacher/Subject Area Sharon Burton-Lofton - E.S.L.	Parent Coordinator Glenda Sierra
Related Service Provider Charles Flisser	Other Ceevah Coleman
Network Leader Ben Waxman	Other Luz Mercado

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	516	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	6.20%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

1. Ell Identification Process

When parents come to P.S. 112 to register their children, they are given a packet which includes the HLIS (Home Language Identification Survey). The experienced, bilingual pupil accounting secretary and the licensed, tenured, bilingual E.S.L. teacher, screen the students. The teacher examines the HLIS to determine if the student should be administered the LAB-R. If only English is checked off and there is doubt on the part of the E.S.L. teacher, then an informal interview is conducted to determine the language proficiency of the student, in the initial assessment stage. If the E.S.L. teacher makes the determination that the LAB-R is to be administered, (this which is done only once in the student's educational career); then, the student gets the LAB-R within the first ten (10) days of school. If the score is at, or below the applicable 'cut-off' score as determined by one's grade, then the student is placed at the Beginning, Intermediate or Advanced level of English, according to the score and is thereafter administered the Spanish Lab (where applicable). The parent is then contacted by phone and in writing; announcements are made at PTA meetings and school cultural events, by both the E.S.L. teacher and the bilingual parent coordinator, for them to come in for an orientation session at the school.

Throughout the school year, Ells are prepared by the E.S.L. teacher as well as by their regular classroom teachers and support personnel, for the exit exam for the program, the NYSESLAT (New York State English as a Second Language Achievement Test), which takes place in the spring of the school year. Classroom teachers are given books, professional development and supporting documentation, to assist in ensuring that our Ells are prepared for this exam. A team of support staff assists the E.S.L. teacher in the administration, scoring and packaging of the exam and ensures that each child during the administration, receives individual attention. IEP mandates are executed for our special population of Ells, throughout the administration of the NYSESLAT.

As previously stated, parents of new Ells are contacted to come in for an orientation session at the school, as soon as testing is completed. (Returning Ells' parents are sent continuing entitlement letters and are also encouraged to attend the orientation session to refresh their minds about the program and/or for further clarification). If these documents are not returned to the school, then further contact is made by the E.S.L. teacher until they are.

Administration, support personnel, the parent coordinator, the parent association president and the E.S.L. teacher are among some of the in-house personnel in attendance at the meeting. The parent orientation session which usually lasts approximately 2 hours, begins with administration welcoming them to the school. They are thereafter introduced to key personnel, given helpful information; and then the E.S.L. teacher explains in details, the choices that parents of Ells have in the New York school system: the Transitional Bilingual, Dual Language and Freestanding E.S.L. programs. They are given all three program choices in writing, including the entitlement letter, parent survey and program selection - all which are prepared for them by the principal. They are told about the E.S.L. program here, at P.S.112. They are shown a DVD from the chancellor's office in their native language; given brochures on English Language Learners and the program choices - in English and their native languages; as well as receive a variety of literature pertinent to their children's schooling, in the current academic year, including a list of schools in the five (5) boroughs where transitional bilingual and dual language programs are offered. When parents of newly-enrolled Ells make their program selection, the students are placed accordingly.

Historically and in the current academic year as well, 99% of parents of newly-enrolled Ells, have chosen the Freestanding E.S.L. program at the school; 0.5% have chosen the Transitional Bilingual program and 0.5% have chosen the Dual Language program. Interestingly though, after the initial selections made by the 1% minority, they thereafter opted for the Freestanding E.S.L. program at the school.

To this end, P.S. 112's Freestanding E.S.L. program has always been in line with the choices made by the parents. The students are given, for the Beginning and Intermediate levels of English, 360 minutes of intensive instruction in English; and, for those at the Advanced level, 180 minutes of intensive instruction in English by a trained and licensed E.S.L. instructor; (with 180 minutes of instruction in ELA, by their classroom teachers).

2. After students are identified as Ells, their parents are informed immediately via telephone calls and by mail, about the three second language programs available throughout the city: Transitional Bilingual, Dual Language and Freestanding E.S.L. They are then invited to come into the schools for a formal parent orientation session, at which time they are given program selection information which comes from the chancellor's office; and detailled explanations as to the differences among the three selections. They are then invited to watch a DVD about them, done by the Chancellor himself, in their respective languages. With guidance from the E.S.L. teacher and other school personnel present at the meeting, parents thereafter fill out the program selection and/survey forms, choosing the second language program for their children that they consider appropriate to their needs. If a parent chooses a program that is not available at the school, due to lack of adequate students, s(he) is given a list of schools where such a choice is available and placed on a waiting list here, should such a program opens up at the school.

3. P.S.112 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned every year. When Ells are identified for the first time through the LAB-R exam; or, as continuing Ells as a result of the NYSESLAT exam taken in the spring of the previous school year, their parents are contacted by phone by the E.S.L. teacher and while communicating with them in their home language, parents are informed about the school's parent oreintation meeting and to expect to receive via their child and/or mail, the entitlement letters, continued entitlement letters or transitional ones. If the parent is unable to attend the orientation meeting, then another appointment is set up to allow for the viewing of the Chancellor's DVD, the detailled explanation of the 3 second language programs offered throughout the city and filling out the survey and program selection forms.
If a parent does not return the form, then the school sends out other copies by mail, registered, with return receipts attached; they are called again; and, the parent coordinator, classroom teachers and all other members of staff who are service the particular child are asked to inform the parent as to the importance of the document and returning it immediately. If all of the above fails, then the principal sends out a letter inviting the parent to come in to meet with her on an agreed-upon date and time, to discuss the matter.

4. The criteria used and the procedures followed at P.S.112 to place identified ELL students in bilingual or ESL instructional programs are…
When the H.L.I.S. is examined and found to have a second language checked off for at least one question in numbers 1-4 and 2 in numbers 5-8, the child is tested with the LAB-R, despite the time of year of entry into the school system and within 10 days of such entry. If the child test at or below the cut-off score, then the child' parents are given verbal and writtten notification of eligibility for, and, details of all 3 second language programs offered in the city: Freestanding E.S.L., Transitional Bilingual Education or Dual Language program. Communication is done in the parent's language, by phone, mail, through the child and community groups and centers with which the parent may be associated; and, if by chance school personnel is not skilled for the appropriate interpretation needs, then contact is made with the central office's translation and interpretation unit for assistance.
The parent then makes the necessary selections and the child is placed in the chosen program. If the program is not available at the school, then the child is placed on a waiting list, should one open up; and, the parent is given a list of schools in the borough where such a program is available, should a transfer be sought.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend at P.S.112 in program choices that parents have requested, has been that, out of 32 students, 26 have chosen E.S.L., 4 have chosen bilingual and 1, dual language.

6. The program model offered at P.S.112 is aligned with parent requests. The Freestanding English as a Second Language program goes hand-in-hand with our parents' choices as indicated in #5.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	**Newcomers (ELLs receiving service 0-3 years)**	15	**Special Education**	3
SIFE	0	**ELLs receiving service 4-6 years**	17	**Long-Term (completed 6 years)**	0

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0									0
Dual Language										0
ESL	15	0	1	17	0	2	0	0	0	32
Total	**15**	**0**	**1**	**17**	**0**	**2**	**0**	**0**	**0**	32
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

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	5	7	8	5								31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	**2**	**4**	**5**	**7**	**8**	**6**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**32**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1 a) and b)
The ESL Program at P.S.112 is based on the pullout model and services grades K-5. Our ELLs are at the beginning, intermediate and advanced levels in English. They are given 360 and 180 minutes, respectively, of instruction in English. Students are grouped according to grade and/or language proficiency levels and travel together as a group. Instruction is given in a least restrictive environment with vital support from staff members, including our Literacy Coach, Staff Developers, Leadership and Inquiry Teams, the Curriculum Committee, Teacher Center personnel and our Ell Specialist/Special Services Manager from our CEI/PEA Children First Network 534, working in conjunction with the teachers and staff. All classes will incorporate The Principles of Learning, setting high goals and expectations for all ELLs. The Point of Entry Model (POEM), providing the means through which instruction is planned and implemented to ensure student engagement, teacher monitoring and on-going assessments, will be utilized. All components of the POEM will include listening, reading, writing and discussion.

Each English Language Learner receiving ESL instruction will begin by meeting the minimum requirements. This includes for grades K-5, listening and speaking on a daily basis, reading a minimum of 25 books across all content areas and standards, as well as students writing on a daily basis across all content areas.

Based on the assessment analysis of NYSELAT scores, the implications for the schools' LAP and instruction will be based on strengthening the reading and writing skills of ELLs. The instruction will also be structured so as to continue strengthening and supporting listening and speaking skills.
Each student will receive the appropriate units of ESL/ ELA instruction as determined by NYSESLAT scores or the LAB-R for newly-arrived students.
The LAP will address all 5 goals of the New York State Learning Standards for English as a Second Language. Each student will listen, speak, read and write in English for information and understanding, for literary response, enjoyment and expression, as well as for critical analysis and evaluation.
In addition, each student will listen, speak, read and write English for cross-cultural knowledge and understanding. All standards will be utilized during instruction, not functioning in isolation.

Curriculum implementation and classroom instruction change as students develop academic and linguistic competence while beginning to take charge of their learning. The types of scaffolding used, as per Walqui's model (2003), include modeling, bridging, contextualization, schema building, text re-presentation and metacognition. Instruction will therefore consist of students participating in activities that require them to formulate, ask and respond to questions to provide information and meaning. Students will be responsible for presenting information in clear, oral and graphic form, applying learning strategies, as well as making oral and written texts comprehensible and meaningful. Students will be encouraged to identify key elements in texts and relate those features to the student's own experiences. The students will share cross-cultural experiences and ideas with others. Students will engage in a variety of student groupings to discuss and share experiences, ideas, information and opinions.

2.
The staff is organized to ensure that the mandated number of instructional minutes is provided according to proficiency levels in the E.S.L. program here at P.S.112, as scheduling is done based on mandates, with all Ells receiving the required number of instructional minutes per week. If an E.S.L. student has an IEP that mandates Occupational Therapy as well as E.S.L., for example, the respective teachers organize their schedules with classroom teachers' input and with administration's approval, to accommodate that special Ell.

a. As per CR Part 154, explicit E.S.L. instruction is delivered to our 32 Ells thus:
In Kindergarten, one Ell at the beginning level and one at the intermediate level receive 360 minutes total of E.S.L. instruction, on Mondays, Tuesdays and Wednesdays. In Grade 1, 3 students at the intermediate level, receive 360 minutes of E.S.L. instruction on Mondays, Tuesdays and Wednesdays; and, 1 student at the advanced level receives 180 minutes of E.S.L. instruction, on Mondays and Tuesdays only, with 180 minutes of additional ELA instruction in her classroom. In Grade 2, our 2 Ells at the intermediate level, receive 360 minutes of E.S.L. on Mondays, Tuesdays and Thursdays; and, our 3 Ells at the advanced level, receive 180 minutes of E.S.L. instruction on Mondays and Tuesdays, as well as 180 minutes of ELA from their classroom teachers. In Grade 3, our 2 Ells at the intermediate level receive 360 minutes of E.S.L. instruction on Mondays, Tuesdays and Thursdays; and our 1 student at the advanced level, receives 180 minutes of E.S.L. instruction on Mondays and Tuesdays; and, 180 minutes of ELA instruction from her classroom teacher. In Grade 4, our 2 Ells at the intermediate level, receive 360 minutes of E.S.L. instruction on Mondays, Thursdays and Fridays; and, our 6 Ells at the advanced level, receive 180 minutes of E.S.L. instruction on Mondays and Thursdays as well as 180 minutes of ELA instruction from their classroom teachers. In Grade 5, our 2 Ells at the intermediate level, receive 360 minutes of E.S.L. instruction on Mondays, Thursdays and Fridays; and, our 3 Ells at the advanced level, receive 180 minutes of E.S.L. instruction on Mondays and Thursdays; and, 180 minutes of ELA instruction from their classroom teacher.

3.
In P.S.112's E.S.L program , taught solely in English, all content areas are addressed in detail to continuously enrich language development, from Kindergarten all through to Grade 5, to all levels of language proficiency, for all General and Special Ed. Ells. Ells are thoroughly immersed in Science, Social Studies and Mathematics, during the day and as an extension, in the year-long after-school enrichment E.S.L. programs. Students are given vocabulary- and grammar-enriched activities to enhance their linguistic and academic capabilities, so that they may become proficient in the English language, while assisting them in preparing for all city and state tests, with the goal of meeting and exceeding state and schoolwide standards.
In Science, all Ells partake in experiments from Kindergarten straight through to Grade 5 - from the planting of seeds and watching caterpillars change into butterflies in Kindergarten, to the exploration of space through in-house visits and web conferences with NASA personnel in Grade 5. The use of the smartboard in the E.S.L. classroom while online to websites such as national geographic.com and fossweb.com, among others, captivates the interest of the Ells in such a fascinating way that is second to none.

In Social Studies, the ten thematic standards are employed in the curriculum: Culture; Time, Continuity and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups and Institutions; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society; Global Connections; and, Civic Ideals and Practices. Ells are exposed in all grades to these themes, using various books (some on CD/DVD), different genres and taken on several field trips throughout the year to experience American Society first-hand and to bring back into the classroom the (prior) knowledge crucial to a sound socio-linguistic base, leading to stronger academic accomplishments.
In Mathematics, all Ells here at P.S.112 use the Everyday Math program from Kindergarten to Grade 5. Key concepts and skills are linked to specific grade level goals. Ongoing learning and practice is seen through the differentiation options of readiness, enrichment and extra practice, which emphasize the connection between the different parts of each lesson. Math Boxes and Home/Study Links are included in every lesson. They are given their own bags of shapes, counters, cubes and other manipulatives to experiment with here and continue the learning at home, with their families. Workshops are even given at the school using realia: supermarket flyers and (play) money (as is used in the classrooms), for example, to role play scenes in the supermarket/stores. Students work with their moms and dads to understand that everything is Math – even cutting up their 'treat' of a pizza pie at the end of a class/workshop into 8 slices while learning about fractions and percentages, enhance their linguistic and academic knowledge of Math. The multiplication and addition raps, recorded on tape, as well as flashcards; gigantic graph papers and posters which tell about Math symbols, measurements and terminologies in Math, in English and Spanish are prominently posted in the classrooms, for their daily references. Bilingual glossaries (in all content areas) and dictionaries are used in all classrooms; and all Ells, from Kindergarten to Grade 5, are given Math books and Math dictionaries in Spanish, (equivalent to what is being used in their classrooms). Additionally, websites such as dictionary.com and thesaurus.com, not only help with Math, but all content areas, providing not only meanings and sample sentences for the word/term being researched, but also the MUCH NEEDED…pronunciation…of all words and expressions in all content areas – something that is a hindrance for all Ells who want linguistic independence in their second language, English.

4.
Instruction has always been differentiated for all Ell subgroups at P.S.112.
a. (As our school does not have any Ells who are in the category of S.I.F.E. - Students with Interrupted Formal Education, we therefore do not have an instructional plan as such).
b. The plan for our newcomer Ells, or those in the system for less than three years, include offering any and all extended-day programs including intensive E.S.L. specialized programs, BELL; and all SES offerings that are available, including homework help. The E.S.L., Literacy coach and the SETSS teacher offer services to these students. The students are given individual instruction 5 days per week for 45 minutes each by the Literacy coach and SETSS teacher; and 180 minutes or 360 minutes per week of instruction is given by the E.S.L. teacher according to the student's level of proficiency in English.
Assessment monitors, including periodic and interim assessments of each student will help us track the progress or lack thereof, of our newcomer LEP students. Continuous evaluations and investigations of relevant data/information on each student will help to drive instruction.
c. For Ells at P.S.112 receiving 4 to 6 years of service of E.S.L., a very intensive reading and writing program, these which are their major areas of need, will be in the plans.
The 3 LEP students who have not met the performance standard in reading, will be given individual instruction by the Literacy coach once per day for 45 minutes each day, in addition to the instruction provided by the E.S.L. and classroom teachers. All will ensure that the 3 LEP students in this category, will read a varied number of books in different subjects with varied themes. More books will be made available to be taken home. Books on CDs and those made into DVDs (movies), will also be made available for them. Take-home CD and cassette players, with headsets to encourage concentration, are also available for our Ells to continue reading and building their vocabulary and reading comprehension base while not in school. Websites including local libraries', Scholastic's, National Geographic's and others, whose primary goal is to promote reading and/or books, will be used during school and a list given to students and their parents to ensure continuity in the home. Library membership of these Ells and their families will be encouraged - for them to borrow more books, take advantage of author visits to communities, family literacy workshops (also offered at P.S.112) and book-share groups in the community.
Furthermore, the Benchmark Education Literacy program, which incorporates all the developmental categories of reading, all which are pertinent to linguistic and academic achievement in E.S.L., is fundamental to our E.S.L./reading program as it focuses not only on the Ells at the pre- and early-production levels of English, but also on those Ells who are in the other categories with fluency/advanced fluency in the language. The Benchmark program not only supports differentiated instruction with its pocket chart cards, highlighting high frequency words, but also is an assessment and instruction resource which supports all tiers of the Response to Intervention.
For the 2010-2011 school year, all classes will be using the Reader's Theater program, for the appropriate grade level. The Reader's Theater is a performance genre –it is a type of reading material meant to be performed. Moreover, because the focus of the practice is to convey a meaningful interpretation of the text to an audience, reader's theater is also a natural vehicle for developing reading comprehension. Reader's theater is 1 of the best and most authentic ways to engage students enthusiastically in repeated reading to build reading fluency and improve overall reading performance.
Each player's part is color-coded. There are CDs which have the stories, for the listening comprehension component, based on the books in

each unit with 6 student copies (minimum) per kit. The books are content-based and feature children exploring, (for example), Social Studies, in "Two Flat Friends Travel The World", with pictures and a glossary to enhance understanding. The Reader's Theater is excellent for Ells as students perform with their voices while others watch in excitement; and, they enjoy their growth as successful readers.
The use of transparencies for visuals also assist with comprehension. The program gives students of all levels the motivation to practice fluency. It is not only effective in developing reading fluency; it is also capable of transforming a class of Ells into eager readers.
Also used with our Ells, at P.S.112 is "Time for Kids – Exploring Nonfiction in Reading in the Content Areas" is a Teacher-Created program that helps students find, understand and organize information in the content areas. There is a technology connection which uses a computer word-processing program, which displays information for the students' use. There is a Home-School connection component which asks students to do projects with family members, such as locating an article on the internet, in a magazine, newspaper or book and find and list interesting facts, based on the topic of interest.
Additionally, the Into English E.S.L. program which is thematic and/or content-based, with literature for any language level is integrated and communication-based. It is connected to Grade-Level content with multilevel strategies to include all students, it is multicultural; has a wide array of materials for hands-on interactive learning; it has a simple, effective, teaching plan with authentic assessment to organize, manage and monitor; it is designed to build academic language proficiency; and, gives access to the core curriculum with all pertinent standards included.

Our 4 LEP students who have not met the performance standard in writing, will get particular assistance 3 times per week for 45 minutes each session, from our staff developer who will ensure that, in addition to the classroom and E.S.L. teachers' instruction given to them, that the writing process is thoroughly developed and that the writing initiative of the school, ensuring that these 4 LEPs become great essayists, be attended to each time that they meet.

At P.S.112, several tools for writing using our writing initiative will address LEP students who have not met the performance standard in writing. The accessibility to, and use of, different sizes and types of paper, flash cards and colorful post-its, notepads and other writing tools encourage one's willingness to write.
The more one writes, the better one writes; so, increased and varied opportunities for writing will be pertinent to the accomplishment of this goal. Penpal writing with Ells from a neighboring school via monitored e-mail or regular mail; purposeful note-writing to parents, teachers and to each other in class, will continue to be encouraged.

Writing programs being used at P.S.112 for our Ells, include "Lucy Calkins' Units of Study For Teaching Writing". Everyone starts with "Launching the Writing Workshop" and ends with "Raising the Quality of the Narrative." The objectives for this program range from getting the children to start living a writer's life – collecting ideas, collecting 'seeds' for writing which they cultivate and grow during the year. In the "Breathing Life into Essays," section of the unit, Ells will be collecting ideas as "essayists" – growing essay ideas into their notebooks. They will learn how to use prompts to elaborate when one answers a question. In "Writing Fiction: Big Dreams, Tall Ambitions", they learn to use hyperboles and similes; how to draft stories; how to show motivation and struggles of a character. They learn to have powerful beginnings, settings and endings of stories using author studies; and they learn editing. In "Literary Essays" they are writing about reading and/or looking at what the authors are doing and trying to emulate different authors' styles. Finally, in "Raising the Quality of the Narrative", they go back to texts and correct their reading and writing. Now, they are "reading with a writer's eye"…What am I really trying to say? Students begin telling stories and writing about them from inside out giving the necessary details and not just the first and last part of the story.

The more the Ells write, the better readers they become, as here, at P.S.112, the two cannot be separated in the learning process, when assisting our Ells in the quest for (more) knowledge.

d. (There are no Long-Term Ells at P.S.112, so this category will not be addressed at this time).

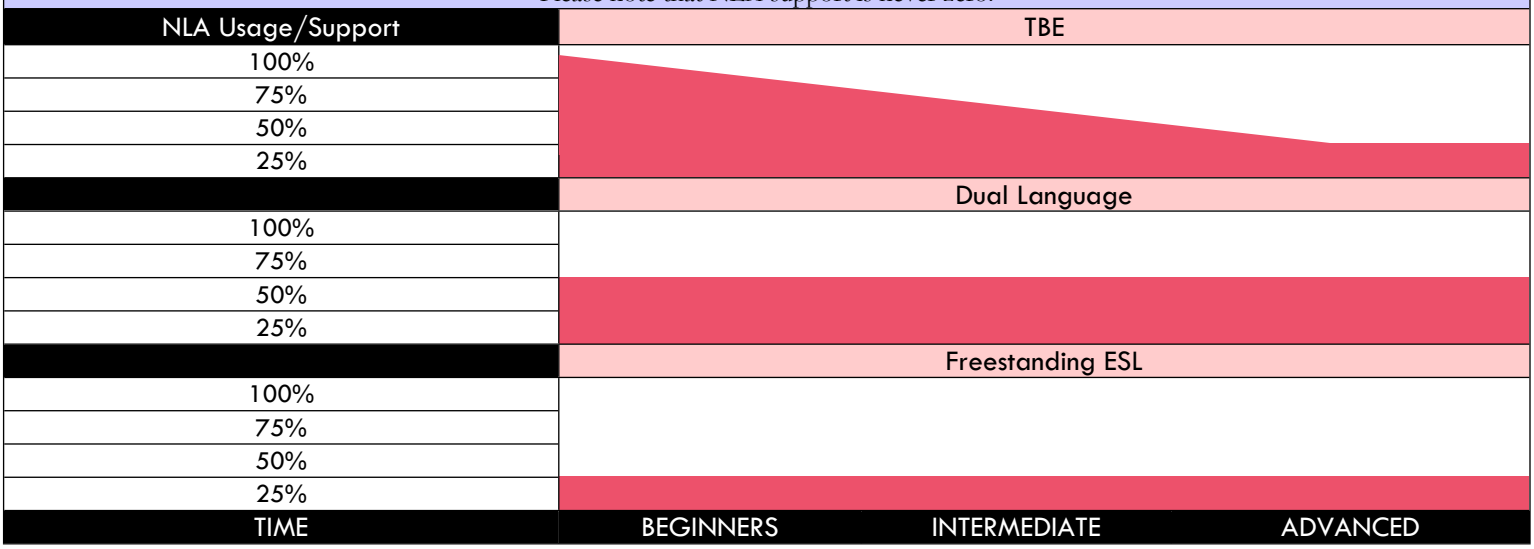
e. Ells identified at P.S.112 as having special needs, are given services as mandated on their IEPs as well as offerings of extra-curricular activities and E.S.L. extended day programs. P.S.112 will continue to adhere to the recommendations of the IEP and offer differentiated instruction for our special education LEP population. The ESL, Math coach and Staff Developer, give 45 minutes of instruction to the 7 Special Ed./Ells for 4 days during the school day. We utilize additional resources including technology – smartboard and computers and audiovisual equipment. Also offered are SES programs (Supplemental Educational Services). Continuous evaluations of each LEP student with disabilities, using periodic assessments; going on Scantron to access students' reading scaled scores, reading standard error, reading percentile, NCE, SIP, vocabulary, fiction, long passage, lexile, scores, etc.; as well as Mathematics scaled scores, percentile, number and operations, geometry and so on; as well as Language Arts scores. ARIS which provides multi-subject city and state test scores, also assists in the intervention process for the LEP student with disabilities. Individual assessment report rosters and M-Class, give a performance report, as they identify instructional areas in need.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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. Targeted intervention programs for Ells in ELA, Math, Science and Social Studies, done in English, include Fletcher's Place for our K -2 Ells, especially those at the beginning level of English. This program provides a solid foundation in ELA and phonics instruction in real situations which make the students think that they are playing, yet they are learning to read. It offers our Ells a fun, multisensory approach to beginning reading. K - 5 Ells all use Word Study books according to their grade to increase vocabulary and/or language production. The "Building Literacy Through Reader's Theatre" is an excellent intervention program for Ells in Grades 3 to 5, as it is a performance genre - the type of reading material meant to be performed - a natural vehicle for developing reading comprehension. Everyday Math programs with textbooks in Spanish for all Spanish-speaking Ells, from Kindergarten to Grade 5, as well as individually packaged kits of geometrical shapes and rulers, are distributed to parents and children for continued learning in Math at home, of what all teachers do here, in Math, with our Ells. Grade 4 Ells enjoy fossweb.com, national geographic.com to help (further) with their Science exam preparation, as it affords them access to technology as well as fun through Science. A.I.S., S.E.S., BELL, E.S.L. after-school programs and specially invited groups (such as Lincoln Center's program for the arts, all provide intervention for Ells in fundamental ways.

6. For Ells reaching proficiency on the NYSESLAT, the school offers 2 years of additional time for all exams. They are given first choice in special after-school programs, especially our E.S.L. language enrichment programs; and are monitored constantly by specialist teams which offfer Academic Intervention Services if deemed necessary.

7. New programs and/or improvements to be considered for the upcoming school year, include the all-rounded National Geographic Ell intervention program, which covers all content areas, offering to our Ells a wide range of educational actiivities, using colorful texts, posters, leveled books, diagnostic material; and, web access and constant technologial support.

8. The Phipps program wil be discontinued here, this year due to the BELL program being in our school for the current year.

9. Ells are afforded access to all school programs at all times. Our BELL program, SES services, which include at- home one-to-one tutoring services, any and all other after-school programs, including, of course any E.S.L. ones, whether they may be a language-enriched one, or just exam preparation, for a specific exam and/or for a specific Ell subgroup - all these are offered to Ells, as they are the ones who usually don't have anyone at home to help with the homework, how to study skills, reading and/or exam preparation, due to the lack of English on the part of most of their parents.

10. Instructional materials, including technology, used to support Ells include, but are not limited to: Hooked-On-Phonics, Into English!, Words Their Way, Poetry Power E.S.L, E.S.L. Holiday Activity Kit, On Our Way To English, Getting Ready For The NYSESLAT, Building Fluency Through Reader's Theatre, Time For Kids, smarttech.com (materials, lessons and guidelines), Lucy Calkins' Units of Study For Teaching Writing; and, National Geographic's 'Reach' - Language, Literacy, Content - Comprehensive Scope and Sequence Interactive program (using

myNGconnect.com).

11. It is said that if the child's language and culture are seen as part of the curriculum, then the child will feel comfortable and ease on into learning. With that in mind, the E.S.L. program at P.S.112 has the widest range of multicultural materials in the school. From instructional materials to posters with songs and poems around authentic pictures of Latin American sceneries (for example); to bag filled with musical instruments like the 'maracas' and the 'guido'; to flags from all around the world; to a gigantic stand filled with Phonics Song Charts and a cover of 'un tambor', to bilingual color charts, calendars, et cetera; to pictures of children from all over the world and floor puzzles to match to something as simple as a grand 'sombrero' in the room for role play, dancing, or…whatever! All of the above and others, along with our Spanish club for the upper grades in which only Spanish is allowed (not English!) facilitate native language support at all times.
In our Spanish club, students learn poems and songs in Spanish from different countries, which they analyze in detail. They make up bilingual signs and labels for the E.SL. room and for around the school. In December of every year, the Spanish club makes the school's gigantic 'pinata' and takes it around the entire school, from Pre-K to Grade 5, a to teach each class a little about the history of the pinata, and, to invite a representative from each class (a non-Hispanic child) to represent the class at the school's biggest party ever. A sense of pride is felt when they are able to share their culture and/or native (language) experiences with the rest of the school, in this regard.

12. It is imperative here, that required services suport, and resources correspond, to Ells' ages and grade levels. Any support services brought or housed in the schools have to be in line with the curriculum and be age and grade appropriate. For example, Fletcher's Place, used in the early childhood grades shows children learning the basics of reading through a multisensory phonics approach, pertinent to their ages and grade levels. Our Reader's Theatre program is one of the best and most authentic ways to engage our Grades 3-5 students enthusiastically in repeated reading to build reading fluency and improve overall reading performance. The CDs have true stories, listing components of the program and making them attend to improving active listening skills.

13. Activities to assist newly-enrolled Ell students before the beginning of the school year, are done mainly in collaboration with community based organizations and groups - at the Community Centers and in Phipps programs in the neighborhood, for example. Students get to know the neighborhood and the city in which they now reside and capitalize on the knowledge of buddies that they meet to become acclimatized.

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)?

(P.S.112 does not have a dual language program and will therefore not address this program at this time).

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.
The sole E.S.L. teacher at P.S.112, is (TESOL) licensed, certified and tenured. Professional activities are organized at the school, regional, borough and city levels. (Fordham) Betac, which works in collaboration with our network offers every month, professional development workshops to assist ALL teachers of Ells and second language, as well as administration and support staff. Topics are usually curriculum-based and incorporate all state standards. Topics include, but are not limited to: "The Promise of Response to Intervention for English Language Learners"; "Designing and Developing Exemplary Practices for Ells"; "How to Revolutionize Vocabulary Learning and Instruction for English Language Learners in Grades 4 -12."

2.
School personnel must have ongoing staff development to expand and improve their own knowledge and abilities and as a consequence, to improve instruction. We have to be informed of the latest technology available and learn to teach the children, not necessarily how we want to, but how they will learn…whatever it takes. As a result, P.S.112's staff is given all-day instruction in the use of the smartboard (one which is present in almost every classroom, including the E.S.L. room). The smartboard has revolutionized instruction here, for our Ells and especially the upper grades as they prepare to enter higher learning in middle school.
The staff provides support mechanisms for the Ells as they transition into the higher grades, by having interschool visitation, bringing in support personnel from here and other schools, like guidance counsellors and advisors. Whenever our graduates are able to visit during the school day, they are invited to speak to current Ells, to let them know exactly, what is to be expected in the upper grades. It is believed that when they hear from other children, the information is better absorbed.

3.
Every year, all members of staff, including out-of-classroom teachers, paraprofessionals and of course, classroom teachers must receive a minimum of 7.5 hours of Ell training. Staff members are reminded through staff development, about how Ells are identified; that Ell parents should be welcomed in classroom activities when possible and/or feel comfortable so as to be involved in their children's school life, here in the United States. They are given cultural sensitivity training in matters such as writing the date in another country versus writing it here, for example (some educators without knowing about other cultures, tend to downplay the knowledge of Ell parents and claim that they don't even know their children's birthdays - 9/4/10, being April 9, 2010, in many countries outside of the United States and not September 4, 2010). They are reminded, for example, that daily activities for some cultures does not necessarily include taking a bath every day or using deodorant and must be addressed delicately. Language and/or Linguistic training for staff may center around topics such as the use of slang in the classroom versus the acceptable standard English; words and expressions used daily in America and not necessarily in other cultures. Explaining idioms and everyday situations to Ells, such as driving on a 'parkway' and parking in a 'driveway', can be challenging and require training. Our own use of language in the classroom even in something as simple as writing the date on the board every morning. The staff is constantly reminded that in almost every case, we, the teachers, are the sole examples for our Ells. If we only write the date as 10/27/10, our Ells will never learn the formal standard way: Wednesday, October 27, 2010. They will not necessarily learn to spell correctly if we cannot spell; they will not learn correct grammar, if we do not use it in class and/or show it in our corrections of their work; and, as a consequence, they will not develop the solid English language foundation required from the elementary school level, so as to prevent dropout situations in middle and high school.

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 involvement with our ELLs' parents is year-round and includes orientation sessions, monthly book club meetings, workshops, and Family Literacy night. With the involvement of the administration, teachers, parent coordinator and community leaders, parents are encouraged to strengthen the home-school connection. Parents are also introduced to the NYSESLAT, the E.S.L. state exams, and to other city and state exams. A mini parent library is giving parents access to E.S.L. resources and internet websites, which further assist in this partnership. Parent newsletters are disseminated monthly to parents in both English and Spanish to keep them abreast of developments and general important information at P.S.112.

2.
P.S. 112 brings in from the community and other agencies, professional personnel that can assist in informing parents of our Ells about matters pertinent to their lifes, children and the community. Major partnerships are with the Edenwald Community Center, the BayEden Senior Citizen Center, the CBO (Community Based Organization, BELL and SES, all which offer workshops and services on topics such as safety, career counseling, credit counseling and nutrition workshops.

3.
The needs of the parents are evaluated through the use of bilingual surveys and newsletters sent home monthly by the school. At workshops, questionnaires are given and polls taken to ascertain parents' needs and/or suggestions on pertinent topics. The E.P.I.C. (Ell Parent Information Case), housed in the E.S.L. room or the Parent Coordinator's office, is used for further assistance in the needs of parents and to ensure ongoing parent-home communication.

4.
The parental involvement activities at P.S.112 addresses the need of the parents as an in-depth look at surveys guides us in the planning of such activities. These may include, but not limited to: holding adult education classes in E.S.L., Basic Education, GED, or computers, based on a sign-in sheet given at our E.S.L. Parent Orientation meeting at the beginning of the year; and, surveys at Parent-Teacher conferences and workshops, for example.
Other topics may include: "Safety Concerns for my Children;" "Helping my child with homework despite my language and/or educational deficits;" and are offered in activities during the day, after school and on weekends. Visits to institutions, museums and other places of interest are incorporated as crucial aspects of our planned parental activities.

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)	1	0	0	0	0	0								1
Intermediate(I)	1	3	2	5	2	2								15
Advanced (A)	0	1	3	2	6	4								16
Total	2	4	5	7	8	6	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B	1	0	0	0	0	0							
	I	1	1	0	0	0	0							
	A	0	0	1	1	0	1							
	P	0	3	5	5	8	5							
Reading/ Writing	B	1	0	0	0	0	0							
	I	1	3	2	5	2	2							
	A	0	1	4	1	6	4							
	P	0	0	0	0	0	0							

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	7	0	0	0	0	0	7
4	1	1	1	1	3	0	0	0	7
5									0
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	0	0	0	1	2	1	2	0	6
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				

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

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

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

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?

Those at the intermediate level of English are at the emerging stage of Phoneme Segmentation Fluency and Initial Sound Fluency, the high risk stage of Oral Reading Fluency, but the low risk stage of Letter Naming Fluency and Nonsense Word Fluency. Those at the advanced level are at the low risk stage for Letter Naming Fluency and Nonsense Word Fluency and the emerging stage for Phoneme Segmentation Fluency.
For Grades 3 - 5, Scantron test results indicate Ells at the Beginning and Intermediate levels, having Reading Scaled Scores ranging from 1555 to 1650; and those at the advanced level have Reading Scaled Scores ranging from 2042 to 2318; and, Math Scaled Scores ranging from 1797 to 2202 for those at the beginning and intermediate levels; and, from 1921 to 2069 for those at the advanced level.
In Science, our Ells did very well, with 2 testing at a Level 4 in the English version; 2 at a Level 3 in the English version and 1 at a Level 3 in the Spanish version; 1 at a Level 2 in the Spanish version; and, none at a Level 1 in either language.
In the LAB-R exam in Kindergarten, 1 student is at the beginning levels and 1 student is at the intermediate level in all 4 modalities: Listening, Speaking, Reading and Writing.
In the NYSESLAT exam, the Grade 1 Ells have 1 student in the intermediate category and 3 in the proficient category for Listening and Speaking. For Reading and Writing, 3 Grade 1 Ells are at the intermediate level and 1 is at the advanced level. In Grade 2, for Listening and Speaking, there is 1 student at the advanced level and the remaining 5 at the proficient level. For Reading and Writing, Grade 2 Ells have 2 students at the intermediate level and 4 at the advanced level. In Grade 3, for Listening and Speaking, there is 1 student at the advanced level and 5 students achieving proficiency in this area. For Reading and Writing, 5 students are at the intermediate level and 1 at the advanced level. In Grade 4, for Listening and Speaking, all 8 Ells are at the proficiency level. For Reading and Writing, 2 Ells are at the intermediate level and 6 are at the advanced level. In Grade 5, for Listening and Speaking, there is 1 student at the advanced level and the remaining 5 at the proficiency level. For Reading and Writing, 2 are at the intermediate level and 4 are at the advanced level.

This data will help to inform the school's instructional plan as it is seen from the above that Ells at the beginning level of English need more assistance in all 4 modalities; those at the intermediate level need more assistance in Listening, Reading and Writing; and those Ells at the advanced level, need much assistance with Reading and Writing skills.
In Science, all Ells except 1, are at the emerging stage more content area work in Science will continue to be provided.
In Math, Ells are mainly in the low risk category, with most needing further assistance in Algebra and Geometry.

2.
Across profiency levels and grades on the LAB-R and the NYSESLAT, the data reveals that out of 32 Ells, 1 is at the beginning level in all 4 modalities; 2 are at the intermediate level in listening and speaking; 3 are at the advanced level in listening and speaking; and, 26, the majority of Ells at P.S.112, are at the proficient level in listening and speaking. In reading and writing, 14 are at the intermediate level; and, 16 are at the advanced level in English.

3.
The patterns across the 4 (NYSESLAT) modalities - listening and speaking, reading and writing continue to drive instructional decisions here at P.S.112 for our Ells, as curriculum planning is geared towards major improvement in reading and writing for all; with a minor, though important emphasis, placed on listening and speaking.

4.
a) The patterns across proficiencies in the E.S.L. groups, indicate that the longer the students get language enrichment support in English, the better they do in Listening and Speaking, Reading and Writing. Grammar and vocabulary in, especially Grades 3 to 5 at all proficiency levels, however, are areas in need of greater attention here.
Interestingly, it is noted that (Ell) students who took the Math and the Science exams in Spanish, did just the same as their counterparts did, using the English version.

b) and c) (P.S.112 at this time is not involved with the Ell Periodic Assessments).

5.
a) - c) (P.S.112 does not have a dual language program at this time).

6. The success of our programs for Ells is evaluated not only by the results of the NYSESLAT, ELA, Math, Science and Social Studies results, but also by their willingness in their regular classrooms to speak their second language and to participate in all classroom discussions, in English.

This informal classroom observation is just as important to the success of our Ells, as is receiving a 3 or a 4 on a standardized test. It shows their comfort level gained in speaking English, which goes a long way in overall academic results.

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.

The E.S.L. program, here at P.S.112 incorporates a multisensory approach to learning and the instructor always takes a multimedia approach to all topics to differentiate the instruction for our Ells. The newly-acquired smartboard in the E.S.L. room has totally revolutionized the program and has certainly raised the interest level of the students. The numerous puppets, toys, games, cassettes, CDs and DVDs, along with our big books, musical instruments, charts, flash cards, picture cards, stencils, self-adhesive (varied) sceneries, gigantic floor puzzles, word search and crossword puzzles - all of these and more - all assist in making the Ells at P.S.112, from Kindergarten to Grade 5, for beginning, intermediate and advanced students, feel a sense of belonging, knowing that their education is our priority, taking into account that we will continue doing the best for our Ells… "whatever it takes."

Part VI: LAP Assurances

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

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

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		