



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 112 LEFFERTS PARK

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K112

PRINCIPAL: LOUISE ALFANO **EMAIL:** LVERDEM@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Louise Alfano	*Principal or Designee	
Margaret White	*UFT Chapter Leader or Designee	
Gregoria Tirado	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Czado	Member/Teacher	
Leslie Freij	Member/Teacher	
Aileen Monaghan	Member/Teacher	
Faye Bolanos	Member/Teacher	
April Barrafato	Member/Parent	
Darlene Cucco	Member/Parent	
Bobby Fagan	Member/Parent	
Rosanna Pagan	Member/Parent	
Sarah Roth	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To provide students with opportunities for rigorous mathematical problem solving aligned to the New York State Common Core Learning Standards (CCLS) performance expectations. By June 2012 100% of all students in grades K-5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and / or construct and explore the reasoning behind arguments to arrive at a viable solution. By June 2012 70% of all students in grades K-5 (364 out of 520 students) will demonstrate proficiency on the Spring 2012 math task as measured by a Depth of Knowledge (DOK) aligned, teacher created rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have determined our Mathematics goal through an analysis of formative and summative assessments throughout the school year as well as alignment with the CCLS. Students' median growth percentile on the June 2011 State Math assessment increased 10% and student performance in Math increased 1.7%. Although our student performance is higher in comparison to city schools, it is still lower than our peer schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To successfully prepare all students, including students with disabilities and English Language Learners, for college and careers, we will continue to strengthen student work and teacher practice. We will continue to align the curriculum and assessments to the CCLS to emphasize academic rigor and cognitive thinking. Using Karen Hess' Cognitive Rigor Matrix and Norman Webb's Depth of Knowledge (DOK) we will create rigorous Math tasks that require students to make sense of problems, use models for problem solving and construct viable arguments.

Throughout the 2011-2012 school year, the Principal, Assistant Principal and lead teachers will participate in monthly professional development provided by Children First Network 409 (CFN 409). All staff members will be provided with professional development supporting the use of DOK to analyze tasks in mathematics. All staff members will also participate in professional development supporting implementation of the CCLS in Mathematics. The P.S. 112 Math Team will support grade level teachers in creating math

rubrics to assess student performance and a school-wide problem-solving plan. Teacher teams will develop and align performance tasks for 6-8 units in mathematics during weekly grade meetings.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. To help achieve our goals, the parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. Review of the CCLS and alignment of curriculum and assessments to meet these standards informs parents of the changes and what is now expected of their children.

The parents are also provided with materials and training through Math workshops to help them work with their children to improve achievement. These workshops help parents better understand the Math program and the on-demand math tasks to help support their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 112 are Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school participates in a variety of programs that help support our academic goals. Programs such as Cook Shop, Yellow Dino and Bully Prevention are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use Title I Funding, New York State Tax Levy (NYSTL) and Fair Student Funding (FSF) to support tasks related to this goal.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen the curriculum in English Language Arts to prepare students for the rigorous performance expectations as specified in the NYCCLS. By June 2012 100% of all students in grades K-5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. By June 2012, 60% of all students in grades K-5 (312 out of 520 students) will demonstrate proficiency level 3 or higher on the Spring 2012 literacy task as measured by a DOK aligned, teacher created rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have determined our ELA goal through an analysis of formative and summative assessments throughout the school year as well as alignment with the CCLS. Students' median growth percentile on the English Language Arts (ELA) State assessment increased 2% and student performance in ELA increased 3.4%. Although our student performance is higher in comparison to city schools, it is still lower than our peer schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To successfully prepare all students, including students with disabilities and English Language Learners, for college and careers, we will continue to strengthen student work and teacher practice. We will continue to align the curriculum and assessments to the CCLS to emphasize academic rigor and cognitive thinking. Using Karen Hess' Cognitive Rigor Matrix and Norman Webb's Depth of Knowledge (DOK) we will create rigorous ELA tasks that require students in Grades K-5 to read and comprehend informational texts. Students in Grade K-2 will be expected to complete tasks that require them to write informative/explanatory texts and students in Grades 3-5 will be expected to write opinion pieces on topics or texts supporting their point of view with valid reasoning.

Throughout the 2011-2012 school year, all staff members will be provided with professional development supporting the use of DOK to analyze tasks in literacy. All staff members will also participate in professional development supporting implementation of the CCLS in reading. Teacher teams will develop and align performance tasks for selected reading units and create rubrics to assess reading performance tasks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. To help achieve our goals, the parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. Review of the CCLS and aligning our curriculum and assessments to meet these standards informs parents of the changes and what is now expected of their children.

The parents are provided with a caring and effective home-school partnership to ensure that they can effectively support and monitor their child's progress. Monthly curriculum letters are sent home to advise the parents of the units of study being taught at school. Additionally, students reading level as well as reading and writing goals are sent home periodically to inform parents of their child's progress, as well as the strategies their children need to practice to become better readers and writers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 112 are Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school participates in a variety of programs that help support our academic goals. Programs such as Cook Shop, Yellow Dino and Bully Prevention are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use Title I Funding, New York State Tax Levy (NYSTL) and Fair Student Funding (FSF) to support tasks related to this goal.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers on all grade levels will increase their use of internal and external assessment data to plan for focused small group strategy instruction in mathematics. By June 2012 100% of all classroom teachers will have created unit aligned mathematics pre-tests for all math units to drive their instruction and planning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In an effort to raise student achievement in Mathematics, we will increase the use of assessment data to plan for small group mathematics instruction. Based on the results of the 2011 State Mathematics Exam, 78% of our students are performing at levels 3 and 4. We will target student need based on ongoing assessments using a small group setting where the teacher to student ratio is lowered. Specific strategies based on identified student need will be targeted.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To successfully prepare all students, including students with disabilities and English Language Learners, for college and careers, we will continue to strengthen student work and teacher practice. We will continue to align the curriculum and assessments to the CCLS to emphasize academic rigor and cognitive thinking.

Throughout the 2011-2012 school year, all students in grades 1-5 will be assessed monthly in Mathematics using both pre and post tests in order to measure growth and progress. Small group strategy instruction based on the results of the pre-test will occur daily in every classroom for Mathematics. The Data Specialist will work with teachers to access and analyze data using ARIS. Teachers will work with students in grades one through five to develop short term as well as long-term reasonable goal targets in Mathematics. Teacher Teams will focus on analysis of data to plan for assessment driven planning and instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. Meetings and workshops regarding grade level curriculum and assessment expectations are held for parents so they are aware of grade requirements and the learning standards their child is held to.

Our school fosters a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Math assessments are sent home for parents to see their child's progress. Based on the assessment, parents can identify the areas in which their child performed well and what areas he/she needs additional support. Math goals will be established at school with the student's teacher and will be sent home to the parents for continued practice at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 112 are Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school participates in a variety of programs that help support our academic goals. Programs such as Cook Shop, Yellow Dino and Bully Prevention are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use Title I Funding, New York State Tax Levy (NYSTL) and Fair Student Funding (FSF) to support tasks related to this goal.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers on grades 2-5 will increase their use of internal and external assessment data to plan for focused small group strategy instruction in ELA. By June 2012, 100% of all classroom teachers will have created genre-based unit assessments to drive their instruction and planning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In an effort to raise student achievement in ELA, we will increase the use of assessment data to plan for small group ELA instruction. Based on the results of the 2011 State ELA Exam, 62% of our students are performing at levels 3 and 4. We will target student need based on ongoing assessments using a small group setting where the teacher to student ratio is lowered. Specific strategies based on identified student need will be targeted.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To successfully prepare all students, including students with disabilities and English Language Learners, for college and careers, we will continue to strengthen student work and teacher practice. We will continue to align the curriculum and assessments to the CCLS to emphasize academic rigor and cognitive thinking.

Throughout the 2011-2012 school year, all students in grades 2-5 will be assessed monthly in ELA using genre-based unit assessments in order to measure growth and progress. Small group strategy instruction based on the results of the assessment will occur daily in every classroom for ELA. The Data Specialist will work with teachers to access and analyze data using ARIS. Teachers will work with students on grades two through five to develop goals based on the reading strategies in which they lack proficiency. Teacher Teams will focus on analysis of data to plan for assessment driven planning and instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. Meetings and workshops regarding grade level curriculum and assessment expectations are held for parents so they are aware of grade requirements and the learning standards their child is held to.

Our school fosters a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. The genre-based assessments will be sent home for parents to see their child's progress. Based on the assessment, parents can identify the areas in which their child performed well and what areas he/she needs additional support. Reading goals will be established at school with the student's teacher and will be sent home to the parents for continued practice at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of the teachers at P.S. 112 are Highly Qualified Teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school participates in a variety of programs that help support our academic goals. Programs such as Cook Shop, Yellow Dino and Bully Prevention are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences in an effort to meet the standards of preparing students for careers and college.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use Title I Funding, New York State Tax Levy (NYSTL) and Fair Student Funding (FSF) to support tasks related to this goal.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	40	40	N/A	N/A	2	0	2	0
1	40	40	N/A	N/A	1	0	3	0
2	30	30	N/A	N/A	1	0	1	0
3	30	30	N/A	N/A	0	0	0	0
4	50	30	50	50	1	0	1	0
5	51	40	51	51	0	0	2	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	The Wilson Reading System is used with small groups of students during Resource Room. Great Leaps is used during the school day with small groups of students. A push-in reading teacher is used during reading workshop in grades K-3 to provide guided reading instruction and in grades 4 and 5 for small group strategy lessons. One-to-one instruction takes place during the day through the use of Reading Recovery and extended day services offer additional support in reading through small group instruction.
Mathematics	Targeted at-risk students are provided remediation during the school day using push-in/pull-out models in small group settings. Students are also provided with additional small group instruction two days a week after school.
Science	Small group instruction for at-risk students is provided by the Resource Room teacher, F status AIS teachers and funded reading teachers during the school day and during the 50 minute extended day program
Social Studies	Classroom teachers, AIS providers and ESL teachers provide small group instruction throughout the school day to students who have been identified as at-risk. Classroom libraries are filled with primary and secondary sources and technology is used as well.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor regularly provides at-risk services in small groups during the school day. One-to-one counseling services are also provided based on student need. The students practice strategies to increase self and impulse control. Calming techniques such as drawing and playing are used to provide comfort for the students to open up and discuss their problems.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	The Social Worker provides at-risk services in small groups during the school day. The students participate in play therapy and practice socialization skills and coping techniques to increase their confidence and personal growth.

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/ N.Opromalla	District 20	Borough Brooklyn	School Number 112
School Name Lefferts Park			

B. Language Allocation Policy Team Composition [?](#)

Principal Louise Alfano	Assistant Principal Margaret Marascia
Coach Mary Czado	Coach Margaret White
ESL Teacher Marinella Totino	Guidance Counselor Patricia Mulhall
Teacher/Subject Area Leslie Freij/SETSS	Parent Hana Morcos
Teacher/Subject Area	Parent Coordinator Donna Matarese
Related Service Provider Jennifer DiNubila	Other
Network Leader Neal Opromalla	Other

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	520	Total Number of ELLs	90	ELLs as share of total student population (%)	17.31%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1) When the parent registers their child, Marinella Totino, the fully certified ESL teacher and a translator conduct the initial screening, administer the Home Language Identification Survey (HLIS) to the parent in their native language and if necessary, the LAB-R within 10 days of admission into the school. Marinella Totino, who is fluent in Italian and Spanish, along with a translator, hold the informal oral interviews in English and in their native language. In the absence of Marinella Totino, the Assistant Principal or the Reading Coach are responsible for administering the survey and conducting the interviews.

Within the ten days of admission, the students identified as non-English speakers are administered the LAB-R by the ESL teacher to determine eligibility. Students scoring at the Beginning, Intermediate, and Advanced levels are classified as ELL. The Spanish LAB is administered to Spanish speaking ELLs. The parents of eligible ELL students are notified with entitlement letters. Non-entitlement letters are sent home to parents if their child does not qualify for the program.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to evaluate the progress of the ELLs. Using ATS, the Revised LAB/NYSESLAT Eligibility Roster (RLER) report and the ELL roster are used to ensure that all ELL students are being tested. The ESL teacher uses the LAB-R, NYSESLAT Exam History Report and roster to set up groups by grade for testing. ELLs with IEPs are provided with testing modifications and are set up in groups accordingly. The ESL teacher and other out-of-classroom teachers administer the NYSESLAT. Only ESL teachers administer the Speaking portion of the NYSESLAT. The NYSESLAT is scored and based on the results, the students either continue ESL services or exit the program. Students who score at the Beginning, Intermediate, and Advanced levels continue ESL services. Students scoring at the Proficient level are considered non ELLs and enter the general education program with ongoing support.

2) P.S. 112 has an orientation meeting for the parents of our potentially new ELLs where parents choose to have their child placed in one of the three educational program options, Transitional Bilingual Program, Dual Language Program, or Free Standing ESL Program. This orientation takes place with 10 days of registering at our school. The invitations are sent home in various languages. During the orientation, the programs' overviews are presented in the parents' native languages by a translator. Parents also receive a list of the program overviews in their native language. All the parents view the video in their native language and are given the opportunity to ask questions about the different programs available for their children. The parents then chose the program they would prefer for their child and complete the form in their native language.

Those parents that could not come for the orientation are given phone calls to schedule meetings with the ESL teacher and a translator, also within 10 days of registration. All three programs are presented and explained by the ESL teacher and translator. The parents watch the video in their native language and they fill out the program selection form. Parent interviews and orientation for those who enroll their students throughout the school year will follow the same procedure.

If a parent has previously chosen a TBE or DL program and it could not be formed at our school, we would refer them to a nearby school that does have the program if that is still the option they desire. If however, the program becomes available in our own school, we would notify the parents that the class has been formed.

3) Our school ensures that entitlement letters are distributed to parents. The ESL teacher sends a letter with a tear off home with the students. Copies of all letters are made and kept on file. Parents who do not respond will be called and sent a 2nd or 3rd request. These attempts are logged and kept on file in the ESL classroom. The signed slips by parents are also kept on file in the ESL classroom. The Parent Survey and Program Selection forms are returned at the end of each orientation after the three programs are explained and the video is shown in their native language. Two copies of the forms are made. One copy will be kept on file in the main office and the 2nd copy will be kept on file in the ESL classroom. The original is placed in the child's cumulative folder.

4) Students will be placed in the appropriate program according to the Parent Selection Survey. Bilingual classes will be formed when there are 15 or more students on two contiguous grades. However, if we do not have enough students to form a bilingual class, parents are informed of other schools that offer the programs they selected. Placement and Entitlement letters with a tear off are sent home to parents to be returned to school. Copies of all letters are made and kept on file. ESL instructional programs are formed based on the results of the LAB-R. Students who score at the Beginning or Intermediate levels are scheduled to receive 360 minutes of ESL instruction per week and those who score at the Advanced level are scheduled to receive 180 minutes of instruction per week. The original Parent Selection Surveys are placed in the child's cumulative folder, one copy is placed in the office and a second copy is on file in the ESL classroom.

5) After reviewing the Parent Selection Surveys for the 2011-2012 school year, 18 parents selected the ESL Program for their children, 1 parent selected the Transitional Bilingual and no parents selected the Dual Language Program. During the 2010-2011, 25 parents selected ESL and 3 parents selected Transitional Bilingual and no parents selected the Dual Language Program. During the 2009-2010, 23 parents selected the ESL Program, 4 parents selected Transitional Biligual and no parents selected the Dual Language Program. The trend over the past few years indicates that parents prefer the ESL Program over the other programs offered to ELLs.

6) The ESL Program offered at P.S. 112 is fully aligned with parent requests. We fully satisfy our parent choice in servicing their children's needs.

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*

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	90	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	11	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	79	0	6	11	0	5					90
Total	79	0	6	11	0	5	0	0	0		90

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

C. Home Language Breakdown and ELL Programs

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

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
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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	5	4	1	4	2								18
Chinese	13	16	7	7	9	4								56
Russian	2	0	0	0	1	0								3
Bengali														0
Urdu	0	1	1	0	0	0								2
Arabic	0	0	2	2	1	1								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	2	0	0								3
Albanian	0	0	0	0	1	0								1
Other	1	0	0	0	0	0								1
TOTAL	18	23	14	12	16	7	0	90						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1) P.S. 112 follows a Pull-Out model of ESL instruction. The students are serviced according to their required number of minutes of instruction per week. The ELL students who scored at the Beginning and Intermediate levels are grouped heterogenously and receive 360 minutes of service and the students who scored at the Advanced level are grouped homogenously and receive 180 minutes of service.

A. Programming and Scheduling Information

2) As per NYS CR 154, beginner and intermediate students receive 360 minutes of instruction per week and our advanced students receive 180 minutes of English Language Arts (ELA) instruction per week. The ELA instruction in the ESL classroom corresponds with the ELA classroom instruction. We are using a Pull-Out ESL Program which guarantees the required number of minutes are met.

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

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

4) The ESL teacher is fluent in other languages that enable her to assist ELLs who share the same language. Some materials in the students' native language are available to support ELLs, such as dictionaries and glossaries.

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

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

6) Our school ensures ELL-SWDs receive all services mandated on their IEPs. All teachers of ELL-SWDs are notified of their students with IEP mandates and have access to SESIS whereby they can use the IEP to set goals and target instruction. If an ELL-SWD requires bilingual instruction and our school does not offer a TBE program, we provide the student with an alternate placement paraprofessional as well as ESL instruction with a certified ELL teacher. Teachers of ELL-SWD use strategies and grade-level materials that provide access to academic content areas and accelerate English language development. For example, teachers differentiate instruction by forming small groups based on need and conduct one to one conferences to informally assess students' strengths and weaknesses. Manipulatives are used in math to help students understand concepts and computers and Smartboards are also used in various subject areas to assist in student learning.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

A. Programming and Scheduling Information

instruction in all subject areas. AIS providers push into the K-5 classrooms during Reading workshop to work with small groups of students in an effort to maximize the time spent with non-disabled peers.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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16) Newly arrived ELL students face unique challenges. As students join our school community as newcomers, we seek to provide them

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

- 1) Staff Development is provided by the ESL teacher for all staff, including teachers, administrators, paraprofessionals, psychologists, occupational and physical therapists, speech therapists and the parent coordinator on ELL identification and placement procedures. In a continued effort to provide the best services possible to our ELL students, classroom teachers and staff members receive ongoing professional development in ESL methodology. Workshops are provided by the ESL teacher. They are given in the area of New York State ELL standards, language acquisition levels and ELL identification, placement procedures and the transference of native language skills when learning a new language. Workshops provided by the New York City Department of Education are also available to our teachers. Articulation between the ESL and classroom teachers ensures our ELL students have continuity and scaffolding support in their instruction. Teachers are provided with information on how to adapt the classroom instructional materials and incorporate ESL methodology and strategies to use with the ELL students.
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- 3) The 7.5 hours of ELL training for the staff will be implemented as follows: 2 hours of ELL training at each of the Professional Development days in September and November. The remaining 3.5 hours of ELL training will be provided through Professional Development during the school year. Attendance records, agendas and Professional Development Reflection and Implementation forms will be maintained by the Principal to assure that the required ELL training hours for all staff members are complete.

Staff development plans for ELL Training in September and November are as follows:

- Stages of Second Language Acquisition
- Meeting the Standards
- Compliance
- Cultural Awareness
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- Scaffolding
- Sheltered Instructions

Professional Development dates for the 2011-2012 school year are as follows:

- Carl Anderson: Conferring and the Common Core State Standards: 1 full day workshop per grade
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- Dorothy Barnhouse: Small Group Strategy Instruction (Reading): 2 full day workshops per grade
- Math For All (Grades K-2): 10/19/11, 11/16/11, 12/15/11, 1/12/12, 2/8/12
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- Exploration in American History (Grades K-2): 10/28/11, 11/4/11, December, January, March, April, and May (dates TBA)
- Instructional Leads for Inquiry Teams: 10/13/11, 12/8/11, 2/9/12, 4/19/12, 6/21/12
- New Special Education Teachers: 10/25/11, 11/29/11, 12/20/11, 1/31/12, 2/28/12, 3/27/12, 4/26/12, 5/22/12, 6/19/12

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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?

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

E. Parental Involvement

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

Paste response to questions 1-4 here

1) P.S. 112 strives to develop a close partnership with parents. We have an active Parent Teacher Association with ELL parents represented as board members. Through PTA meetings held both in the mornings and in the evenings, we provide workshops and orientations. Bilingual translators are available for ELL parents at all workshops and meetings. Letters and notices are translated in their native languages. Our ELL parents are involved in the School Leadership Team and become part of the decision making process of the school. Our Parent Coordinator helps facilitate communication and involvement with parents. P.S. 112 provides opportunities for parents to participate in school-wide family events such as Someone Special Dances, Family Fun Night and Movie Nights. During the 2011-2012 school year, parents will have the opportunity to attend a Saturday program that provides enrichment trips for the whole family. Parents and children will be accompanied by the ESL teacher as they participate in field trips to various New York museums and landmarks.

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

3) We evaluate the needs of the parents by looking at the HLIS, interviews, and surveys to determine workshops they are interested in as well as having informal conversations with the ELL parents, with the assistance of a translator. Translators are available at all workshops and PTA meetings whereby we can assess what additional support our ELL parents need. Donna Matarese, our Parent Coordinator, offers beginner, intermediate, and advanced ESL classes as well as citizenship classes to ELL parents at their request.

4) Assessment of the data obtained from the surveys and interviews helps us plan for ELL parental involvement activities that will support their needs. Translators are available at all activities, workshops and meetings planned for parents. Letters and notices are translated in their native languages.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

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12) All of our ELL students have the opportunity to participate in a variety of extra-curricula activities and clubs that take place after school. The students can choose from the following options: Sports Club, Tennis Club, Chess Club, Band, Chorus, Computer Club, Newspaper Club, Science Club, Photography Club and Readers' Theater. If the student is interested in a particular club, a letter is sent home, translated in his/her native language, along with an application to be completed by the student. ELL students are represented in all clubs. Photography Club and Readers' Theater are funded through Title III and offered to our ELL students. Students read and act out plays in Readers' Theater enhancing their speaking and reading skills. In Photography Club students follow directions and learn how to use a camera to take pictures. The students acquire vocabulary and language by describing their photos verbally and in writing.

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

14) The ESL teachers and Paraprofessionals are fluent in other languages such as Italian, Spanish and Chinese which enable them to offer native language support to those who share the same language. ELL students are also paired up with a buddy who speaks the same language in an effort to provide one on one assistance with tasks and instructions. Native language support is also provided by dictionaries and glossaries in both English and their native languages and word list books.

15) All required services and resources support and correspond to ELLs ages and grade levels. Required services are provided to students in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ESL and Resource rooms.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

10) In the upcoming school year, our school is using Foundations for kindergarten and first grades and Words Their Way for grades two through five to build phonemic awareness as well as vocabulary development.

11) We are continuing with all existing programs and services for ELLs. No programs or services are being discontinued.

12) All of our ELL students have the opportunity to participate in a variety of extra-curricula activities and clubs that take place after school. The students can choose from the following options: Sports Club, Tennis Club, Chess Club, Band, Chorus, Computer Club, Newspaper Club, Science Club, Photography Club and Readers' Theater. If the student is interested in a particular club, a letter is sent home, translated in his/her native language, along with an application to be completed by the student. ELL students are represented in all clubs. Photography Club and Readers' Theater are funded through Title III and offered to our ELL students. Students read and act out plays in Readers' Theater enhancing their speaking and reading skills. In Photography Club students follow directions and learn how to use a camera to take pictures. The students acquire vocabulary and language by describing their photos verbally and in writing.

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15) All required services and resources support and correspond to ELLs ages and grade levels. Required services are provided to students in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ESL and Resource rooms.

16) Newly arrived ELL students face unique challenges. As students join our school community as newcomers, we seek to provide them

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

- 1) Staff Development is provided by the ESL teacher for all staff, including teachers, administrators, paraprofessionals, psychologists, occupational and physical therapists, speech therapists and the parent coordinator on ELL identification and placement procedures. In a continued effort to provide the best services possible to our ELL students, classroom teachers and staff members receive ongoing professional development in ESL methodology. Workshops are provided by the ESL teacher. They are given in the area of New York State ELL standards, language acquisition levels and ELL identification, placement procedures and the transference of native language skills when learning a new language. Workshops provided by the New York City Department of Education are also available to our teachers. Articulation between the ESL and classroom teachers ensures our ELL students have continuity and scaffolding support in their instruction. Teachers are provided with information on how to adapt the classroom instructional materials and incorporate ESL methodology and strategies to use with the ELL students.
- 2) Our staff provides support to ELLs as they transition from elementary to middle school. We explain the process of applying to various schools. We supply them with information in both English and their native language regarding entrance exams. And, we take the students to visit their school of interest.
- 3) The 7.5 hours of ELL training for the staff will be implemented as follows: 2 hours of ELL training at each of the Professional Development days in September and November. The remaining 3.5 hours of ELL training will be provided through Professional Development during the school year. Attendance records, agendas and Professional Development Reflection and Implementation forms will be maintained by the Principal to assure that the required ELL training hours for all staff members are complete.

Staff development plans for ELL Training in September and November are as follows:

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

Professional Development dates for the 2011-2012 school year are as follows:

- Carl Anderson: Conferring and the Common Core State Standards: 1 full day workshop per grade
- Wilson Reading System Certification Level I (Begins 10/4): SETSS Teacher
- Dorothy Barnhouse: Small Group Strategy Instruction (Reading): 2 full day workshops per grade
- Math For All (Grades K-2): 10/19/11, 11/16/11, 12/15/11, 1/12/12, 2/8/12
- Math For All (Grades 3-5): 10/5/11, 11/2/11, 12/7/11, 1/4/12, 2/1/12

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- Lucy West: Math (Grades 1-5): 11/14/11, 1/11/12, 5/16/12
- Exploration in American History (Grades K-2): 10/28/11, 11/4/11, December, January, March, April, and May (dates TBA)
- Instructional Leads for Inquiry Teams: 10/13/11, 12/8/11, 2/9/12, 4/19/12, 6/21/12
- New Special Education Teachers: 10/25/11, 11/29/11, 12/20/11, 1/31/12, 2/28/12, 3/27/12, 4/26/12, 5/22/12, 6/19/12

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

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

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?

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

Paste response to questions 1-4 here

1) P.S. 112 strives to develop a close partnership with parents. We have an active Parent Teacher Association with ELL parents represented as board members. Through PTA meetings held both in the mornings and in the evenings, we provide workshops and orientations. Bilingual translators are available for ELL parents at all workshops and meetings. Letters and notices are translated in their native languages. Our ELL parents are involved in the School Leadership Team and become part of the decision making process of the school. Our Parent Coordinator helps facilitate communication and involvement with parents. P.S. 112 provides opportunities for parents to participate in school-wide family events such as Someone Special Dances, Family Fun Night and Movie Nights. During the 2011-2012 school year, parents will have the opportunity to attend a Saturday program that provides enrichment trips for the whole family. Parents and children will be accompanied by the ESL teacher as they participate in field trips to various New York museums and landmarks.

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

3) We evaluate the needs of the parents by looking at the HLIS, interviews, and surveys to determine workshops they are interested in as well as having informal conversations with the ELL parents, with the assistance of a translator. Translators are available at all workshops and PTA meetings whereby we can assess what additional support our ELL parents need. Donna Matarese, our Parent Coordinator, offers beginner, intermediate, and advanced ESL classes as well as citizenship classes to ELL parents at their request.

4) Assessment of the data obtained from the surveys and interviews helps us plan for ELL parental involvement activities that will support their needs. Translators are available at all activities, workshops and meetings planned for parents. Letters and notices are translated in their native languages.

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)	15	13	2	4	3	1								38
Intermediate(I)	0	5	1	5	1	3								15
Advanced (A)	3	5	11	3	12	3								37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	18	23	14	12	16	7	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	1	4	3	0	2							
	I	7	1	1	0	0	1							
	A	7	7	3	4	3	1							
	P	17	11	5	15	5	4							
READING/ WRITING	B	11	2	5	3	0	3							
	I	5	0	4	2	3	0							
	A	5	7	2	9	2	2							
	P	12	10	2	8	3	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	10	4	0	17
4	2	4	0	0	6
5	1	5	0	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	7	1	8	4	0	0	21
4	0	0	2	0	3	2	0	0	7
5	0	0	2	1	2	1	0	1	7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	1	2	1	1	0	7

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 112

School DBN: 20K112

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louise Alfano	Principal		10/25/11
Margaret Marascia	Assistant Principal		10/25/11
Donna Matarese	Parent Coordinator		10/25/11
Marinella Totino	ESL Teacher		10/25/11
Hana Morcos	Parent		10/25/11
Leslie Freij/SETSS	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		10/25/11
Mary Czado	Coach		10/25/11
Margaret White	Coach		10/25/11
Patricia Mulhall	Guidance Counselor		10/25/11
Neal Opromallo	Network Leader		10/25/11
Jennifer DiNubila	Other <u>Related Service</u>		10/25/11
	Other		10/25/11
	Other		10/25/11
	Other		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K112** School Name: **Lefferts Park**

Cluster: **4** Network: **409**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

There are numerous procedures in effect to ensure that limited and non-English speaking parents receive all vital information pertaining to their child's education. Parent notices are translated and staff members assist with interpretation at parent conferences, meetings and workshops. In compliance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, parents will also be provided with written notification at the beginning of the school year of their rights to receive such services and instructions on how to obtain them. In addition, the notice for parents regarding language assistance services will be posted in English as well as each of the covered languages on our Parent Information bulletin board located near the primary entrance of the school. The 2011-2012 School Safety Plan will identify procedures to ensure that language barriers will not interfere with limited and non-English speaking parents contacting the school's administrative office in case of emergency. In the event in which parents of more than 10% of the children speak a primary language nor a covered language, the school will contact the Translation and Interpretation Unit for assistance. Parents will also be

informed of the availability of the Department of Education's website for further information.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Lefferts Park	DBN: 20K112
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S.112's Title III after school program will be held three times per week. The program consists of a Photography Club that meets twice a week for 1.5 hours and a Reader's Theater and Puppetry Club that meets once a week for 1 hour. A fully certified ESL teacher will facilitate the clubs and service a total of 30 ELLs in grades 1-5.

To support our 3rd, 4th and 5th grade newcomer ELL students and former ELL students who scored a low 3 and below on the New York State English Language Arts test (ELA), we will have an after-school Photography Club servicing 20 students. The program will run from December 2011 to June 2012. It will be linked to students' social studies and math curriculum and will support the New York State reading, writing, listening and speaking standards. Students will "see" their world through the pictures they take while using verbal and written language to describe their photos and the photography process. Last year, three of our ELL Photography Club students were chosen as winners of the Bay Ridge Community Counsel for photography.

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

To support our 1st and 2nd grade newcomer students, we will have an after-school Reader's Theatre and Puppetry Club servicing 10 students. This program will run from December 2011 to June 2012. It will be linked to students' reading and writing curriculum and support the New York State reading, writing, listening and speaking standards.

Supplementary materials used to enhance these programs will be books, cameras, printers, photography paper and supplies and other manipulative materials. Children will read plays and stories in a variety of genres including fairy tales and folktales. Students will retell stories through art and puppetry. The instructional design will support aural/oral language development through content-based hands on activities, and the use of Total Physical Response (TPR).

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

At P.S. 112, the Title III professional development program will focus on providing teachers the opportunity to enhance their knowledge by developing the infusion of ESL strategies in content areas and differentiating instruction based on language proficiency and the core curriculum. Teachers will also receive staff development in analyzing data obtained from assessments such as the New York State English as a Second Language Achievement Test (NYSESLAT), ELA, Math and Science Exams to drive instruction and refine teaching practices. Based on this data, the Inquiry Team will develop instructional strategies that will lead to the improvement of instruction for all students including ELLs.

Professional development at P.S. 112 is provided by school staff, support personnel and outside services. Substitute teachers will be hired, if necessary, enabling staff members to attend day long professional development activities and plan collaboratively on differentiated instruction for ELL students.

Within the schools' professional development program, the focus is on Word Study and Social Studies. Word Study includes phonemic awareness, letter/sound relationships, spelling patterns, high frequency words and word structure. The Social Studies program is aimed at acquiring research skills, critical thinking skills, gathering and analyzing information and finally presenting the information to others. Professional development scheduled for the 2011-2012 school year is outlined below:

- Teachers will participate in staff development activities which focus on conferring during the writing workshop based on the Common Core State Standards (CCSS).
- Teachers will also participate in staff development that will facilitate implementation of the NYSESLAT assessment for English Language Learners.
- Teachers will participate in Literacy workshops focused on small group strategy instruction to support students based on need.
- Teachers will collaborate regularly, supported by a program which includes: common preparation periods for all grades, two monthly grade conferences, professional development after-school workshops, June planning days and weekly grade or cross grade meetings.
- All teachers will participate in workshops on assessing student work in reading, writing and math throughout the school year.
- Teachers will participate in Math For All training throughout the school year that supports the teaching of math for all students including ELLs and Students with Disabilities.

Part C: Professional Development

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

In a continued effort to provide the best services possible to our ELL students, regular articulation between the ESL teacher and classroom teachers takes place to ensure that our ELL students have continuity and scaffolding support in their instruction. The classroom teachers and staff members will also receive ongoing professional development in ESL methodology. Workshops will be provided by the ESL teacher on:

- New York State ELL standards,
- Language acquisition levels and ELL identification,
- Placement procedures
- The transference of native language skills when learning a new language.

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 112 strives to develop a close partnership with parents. We have an active Parent Teacher Association with ELL parents represented as board members. Through PTA meetings held both in the mornings and in the evenings, we provide workshops and orientations. Bilingual translators are available for ELL parents at all workshops and meetings. Letters and notices are translated in their native languages. Our ELL parents are involved in the School Leadership Team and become part of the decision making process of the school. Our Parent Coordinator helps facilitate communication and involvement with parents. P.S. 112 provides opportunities for parents to participate in school-wide family events such as Someone Special Dances, Family Fun Night and Movie Nights. During the 2011-2012 school year, parents will have the opportunity to attend a Saturday program that provides enrichment trips for the whole family. Parents and children will be accompanied by the ESL teacher as they participate in field trips to various New York museums and landmarks.

Because ELL parents speak languages other than English, P.S.112 uses the translated materials provided by the Office of English Language Learners and services offered by the Translation and Interpretation Unit including document translation and in-school translation. We inform parents throughout the year in a number of ways including individual meetings, phone conversations, and informational packets.

Part D: Parental Engagement Activities

Our Parent Coordinator works closely with ESL teachers to coordinate school events for ESL parents and to deliver information in native languages in a timely manner. Parental involvement classes, ESL classes and citizenship classes for parents of ELL children are provided 3 times a week. Additionally, Cookshop For Families, a grant provided from the Food Bank of NYC allows the opportunity for families to participate in learning about nutritional foods and healthy choices.

Part E: Budget

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

Allocation Amount: \$

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

