



2011-2012

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL NAME : JOSE CELSO BARBOSA SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 04M112

PRINCIPAL: EILEEN REITER // EREITER@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

02-22-2012

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
Eileen Reiter	*Principal or Designee	
Dana Wattenberg	*UFT Chapter Leader or Designee	
Margarita Martinez	*PA/PTA President/Title I Representative	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and</i>	

	<i>middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Renee Sillart	Member/Teachers	
Emily Hoaldrige	Member/Teachers	
Heather Bliss	Member/ Teachers/Related Service Providers	
Elaine Funches	Member/Paraprofessionals/ DC37	
Susan Morelli	Member/Teachers	
Tammy Robinson	Member/Parent Member	
Patricia Sanchez	Member/Parent Member	
Dawn Schneider	Member/Parent Member	
Jess Vanamee	Member/Parent Member	
Karina Suero	Member/Parent Member	
Cynthia Cherry	Member/Parent member	

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

By June 2012, 90% of the teachers will work in teams and engage in the next stages of aligning curriculum, instruction and assessments to the Common Core Standards and engage students in rigorous well crafted instructional units of study that will develop students' higher order thinking skills to improve student outcomes as measured by a 2% increase on the Teachers College Reading Writing Project Benchmark Assessments and the Early Childhood Math Benchmark Assessment.

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

To successfully prepare all students –including students with disabilities and English Language learners–for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day. It is expected that teachers will work in teams to strengthen student work by examining and refining curriculum, assessment and classroom instruction. Last year, teachers worked in teams to become knowledgeable about the Common Core standards and began to revise curriculum, instruction and assessments. This year, we will continue to deepen these efforts by engaging teachers in the next stages of aligning the curriculum and assessments to the Common Core Standards. Teachers will work together to engage all students, including students with disabilities and English Language learners in rigorous tasks, embedded in well crafted instructional units of study and with appropriate supports. Our focus will be on improving pedagogical practice to improve comprehension using informational texts and informational writing in the areas of science, social studies, math and technology. We need to adjust what and how we teach in order to help all students succeed on cognitively demanding tasks and to develop along the continuum toward college and career readiness.

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.

Teachers identified the need to create cognitively demanding learning experiences that are aligned with the Common Core Standards. Based on the inquiry team work that the teachers participated in last year and analyzing our data (Teachers College Reading Writing Project Assessments, inquiry

based projects, writing samples, multi-media presentations, ECAM Math Assessments and Work Sampling System), teachers want to continue to work in teams to examine student work and continue to refine the curriculum, instruction and assessments and engage all students in rigorous performance tasks, embedded in well crafted instructional units of study that are aligned with the Common Core Standards. The teachers want to continue to improve their practice of teaching and learning by focusing on ways to improve comprehension using informational texts and informational writing in the areas of science, social studies and math and technology.

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:

- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

Steps for including teachers in the decision making process

- Teachers will meet in grade level and across grade teams to review student data generated from periodic assessments, performance tasks, student work products, writing samples.
- Periodic assessment Dates: November 2011; January 2012; March 2012

Literacy

- Teachers will continue to deepen their knowledge of the Common Core Standards in literacy and the implications of practice. The Teachers College Reading Writing Project Staff developer (Title I funds) and the Literacy Coach (Title I and C4E funds) will work with teachers on implementing the rigorous reading and writing units of study that are aligned with the Common Core Standards to improve their practice of teaching and learning. (October 2011-June 2012)
- The teachers will study student work using a rubric with the TCRWP Staff developer and the literacy coach to determine next steps for the students and the implications for instruction. (October 2011-June 2012)
- The Teachers College Reading Writing Project staff developer will work with teachers for 17 days this year.(Title I funding). She will meet with each grade level for 90 minutes on the days she is at PS 112. The focus of the work this year will be for teachers to continue to develop strategies and deepen their knowledge of teaching reading and writing. This year our work will focus on ways to deepen comprehension by focusing on text complexity in informational texts and making arguments based on those texts and on informational writing. (September 2011-June 2012)

- Teachers will be provided to attend TCRWP Calendar days to deepen their knowledge about the Common Core Standards and the implications for teacher practice. (October 2011-May 2012) Title I funds
- The literacy leaders will participate in a Leadership Study Group throughout the year. (October 2011-May 2012)
- Engage all students in at least one literacy task aligned to strategically selected Common Core Standards. These tasks will be embedded in Common Core standards aligned curriculum and include multiple entry points for all learners including students with disabilities and English Language learners. Teachers will collaboratively analyze the performance tasks. (January 2012-May 2012)
- In literacy, students will complete at least one performance task that asks them to read and analyze informational texts and write opinions and arguments in response. (January 2012 and May 2012)
- Teachers will be included in the decision making in the use of academic assessments to evaluate the effectiveness of activities and strategies.
- Teachers will use rich performance tasks as a vehicle for collaboratively examining student work, develop a shared understanding of success as defined by the new CCS and determine how to adjust teacher practice and support student development along the continuum of college and career readiness. (Title 1; Title IIA ,C4E)
- Common planning time is provided for teachers on each grade level and is scheduled. Inquiry teams meet once a week for teachers to examine student work and analyze data from different subgroups. (September 2011-June 2012)
- Teachers will begin to collaboratively create performance tasks with a focus on written responses to informational texts through group activities and with prompting and support (Reading Informational text Standard 1 and Writing Standard 2 (October 2011-June 2012)
- In grade level teams, teachers will analyze and study student work samples such as writing samples, performance tasks, multi-media presentations, inquiry based projects in science, social students and math. (September 2011-June 2012)
- Teachers will be provided to participate in literacy study groups throughout the year based on their identified interests. (November 2011-June 2012)
- Teachers will document student learning using their IPADS, Digital photographs, conference notes, running records, videos, student work samples, inquiry based projects, performance tasks, student self-assessments.
- Teachers will differentiate instruction to support the diverse learners in their classrooms. (September 2011-June 2012)
- Classroom teachers will engage students in inquiry based learning across content areas to increase the rigor of instruction (September 2011-June 2012)

Math

- The math coach will meet with teachers to continue to align and examine the Everyday Math Program with the Common Core Standards and Context for Learning for grades 1 and 2 and Investigations for Kindergarten.(September 2011-June 2012)

- Teachers will continue to examine and analyze student work on grade level. (September 2011-June 2012)
- The Common Core Standards selected by the NYCDOE for each grade level in mathematics will be our focus---Pre-K/K Operations and mathematical thinking and grades 1 and 2 Numbers and Operations in Base 10. (September 2011-June 2012)
- In winter, all students will be exposed to a performance task that will focus on one or both of the practices (Model with Mathematics #4 and Construct Viable Arguments and Critique the Reasoning of Others #3)and the domains that focus representing the key content on each grade. (December 2011-January 2012)
- Students will engage in cognitively demanding mathematics tasks that require them to demonstrate their ability to model in mathematics/and or construct and explore reasoning behind the arguments to arrive at a viable solution. (November 2011-May 2012)
- Students will be taught how to model---modeling is what real mathematicians do using mathematics to represent and solve authentic problems in our world.(September 2011-June 2012)
- Students will be given a performance task at the end of every unit of study in mathematics. The teachers will create a performance task or will use Exemplars. (November 2011-June 2012)
- Performance tasks: Teachers will collaboratively analyze these performance tasks to determine next steps for students, to look for gaps or modify or adjust the curriculum and instruction. The teachers will analyze the task and the implications for classroom practice.(October 2011-June 2012)
- Teachers will be provided with the opportunity to participate in grade level or across grade level study groups to improve the teacher's craft of teaching and learning. (Title I funds, Professional Development Grant funds from NYSED, FSF, C4E funds will be used to support this work. (December 2011-June 2012)
- The Network ISS in Mathematics will work with teachers and support the teachers in analyzing performance tasks to deepen their knowledge about mathematical pedagogy and aligning our math curriculum to the CCS, she will support the work of the math coach. (November 2011-May 2012)

Inquiry Teams

- Grade level inquiry teams will meet at least twice a month. Teachers on each grade level will focus their study on three "at risk" students from different sub-groups in their classrooms. The teachers will focus on each student's learning and how they will differentiate and adjust/ modify their curriculum and instruction for these students in order to meet their specific learning needs. (September 2011 through June 2012)
- The inquiry team members will be monitoring the progress of the "at risk" students they are studying by analyzing their inquiry based projects, writing samples, performance tasks, benchmark assessments in reading and math, student self assessments, multi-media presentations to determine next learning goals to ensure that there will be improved student outcomes.(September 2011-2012)
- The literacy and math coaches and the administration will meet regularly with the literacy and math and inquiry team teacher leaders to build their capacity. October 2011-June 2012)

- Teachers will be provided with professional books to anchor their inquiry team work. (September 2011-June 2012)
 - Teachers will work in teams to study student assessments/student work to determine next learning steps based on the ECAM Assessment as well as performance tasks (exemplars and End of Unit Assessments that are aligned with the Common Core teams Standards.(October 2011-May 2012)
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Strategies to improve Parent Involvement

- PS 112 will invite parents to participate in workshops on school wide data. Translation and interpretation support will be provided in the dominant languages spoken by parents in the school. (October 2011-February 2012 and May 2012)
 - The principal, assistant principal, math and literacy coaches will invite parents to participate in workshops on literacy and math, and how to support their child's learning at home, Common Core Standards. (December 2011-February 2012 and March 2012)
 - Parents will be provided with monthly curriculum calendars to inform them about what their child will be learning each month in all curriculum areas. (monthly from September 2011-June 2012.)
 - The literacy and math coaches conduct hands on workshops for parents on the performance tasks in literacy and math. (November 2011-May 2012)
 - Parents will log on to ARIS and be trained on how to use the ARIS Parent link.
 - PS 112 has a strong parent involvement plan for the 2011-2012 school year. Twice a month parents are invited to visit their child's classroom and participate in the Parents As Reading Buddies Program and Parents As Math Buddies Program. Teachers model reading or math strategies and students work with their parents on the strategy by reading with their parent and practicing the reading strategy or playing a math game or doing a math task with their parent. Parents have the opportunity to participate in writing celebrations, end of unit science celebrations, the 100th day of school celebration, art exhibitions, dance performances, drama performances and music performances. PS 112 Dad Bring Your Child to School Activities, Family science and math days as well as multi-cultural celebrations throughout the year. All flyers and letters are translated. At all parent workshops translation is provided. There are 7 Parent members on the School Leadership Team. (September 2011-June 2012)
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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 becomes highly qualified, in order to achieve this goal.

- The school is implementing high quality professional development that is aligned with the Common Core Standards in literacy and math. Our professional development is outcome based and directly linked to students identified through data analysis. We conduct professional through a variety of research based strategies drawn from the New York City Professional Standards and the National Council of Staff Development.

- These strategies include job embedded support such as in class demonstration lessons, modeling of research based strategies provided by the school based literacy and math coaches. In addition, teachers conduct action research, participation in study groups based on their identified needs and interests and discuss and research specific issues or questions that assist them in developing best practices. Another research based strategy is intra-visitations where teachers are encouraged to visit and observe in one another's classrooms in order to learn and benefit from one another's expertise and experiences. Teachers are provided with coaching and modeling of lessons by the literacy coach and math coach. Teachers meet weekly in grade level teams to study student work and plan collaboratively. Teachers are provided with the opportunity to attend conferences and present at conferences. All teachers participate in grade level inquiry teams. We also have an across grade inquiry team.
- There is a coordinated effort by our Network 203 and our Cluster 2 Support Organization and the NYCDOE in posting and disseminating information about job openings and interviews. PS 112 is a Professional Development School in collaboration with Hunter College and as a result, if openings occur we are able to hire teachers that are highly qualified. We also collaborate with the Steinhardt School of Education at New York University and Columbia University.
- Teachers College.PS112 provides intensive high quality professional development to teachers. All new teachers are provided with mentoring by the literacy and math coaches. PS 1112 has a staff developer from teachers college who works with the teachers to deepen their knowledge of reading and writing.
- Literacy grade leaders are provided with the opportunity to participate in Leadership Groups to build their capacity of the teacher leaders. The literacy coach participates in a study group at Teachers College Reading Writing Project and in the literacy coaches Network study group. The math coach participates in the Network Math Coach Study group. The math coach and math teacher leaders attend workshops with Marilyn Burns throughout the year to build their capacity.
- Teachers are provided with opportunities to participate in a variety of study groups throughout the year. There is an ELL study group, math study group, ICT study group. Teachers are provided with professional development in technology to deepen their knowledge on how to use technology as an instructional tool.
- All teachers at PS 112 are highly qualified.
- Teachers meet in grade levels and across grade level teams to review student data gathered from periodic assessments. PS 112 involves teachers in decisions regarding the use of academic assessments. We monitor achievement of individual students on a monthly basis using a variety of assessments. Based on the information from the assessments, any student identified as "at risk" is provided with an intervention to meet his/her identified needs. The intervention is monitored to determine the effectiveness of the intervention. We use a variety of assessments such as the TCRWP Benchmark Assessments, ECAM math benchmark assessment, parts of the Work Sampling System, inquiry based projects, multi-media presentations, video tapes, digital photographs, performance tasks.

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 to achieve this goal.

School Leadership team includes 7 parent members, the principal, teachers and support staff and ensures the effective coordination of services and programs for all students. In addition, the principal meets with her cabinet to ensure the coordination of services to all students. The school's

Academic Intervention Team and the school's Student Intervention Teams meet at least twice a month to ensure the coordination of services for all students. Title I services are integrated with Title I professional development initiatives, bilingual programs (Title III and Part 154), special education initiatives and services for students living in temporary housing. All programs support the attainment of high standards for all students. PS 112 has established a relationship with Head Start Programs that focuses on transitioning students from Head Start to PS 112. We visit Head Start programs to inform them about PS 112. PS 112 hosts tours for potential new parents.

Annual Goal #2 : By June 2012, 90% of the “at risk” students will be provided with a targeted intervention to meet their specific needs in reading and math and students will demonstrate progress as measured by the Teachers College Reading Writing Project Benchmark Assessments and ECAM benchmark math and will increase their reading level by at least 1 Fountas and Pinnell reading level and one level on the ECAM Math Assessment.

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

Early intervention of low performing students is key to ensuring that all students achieve at high levels in literacy and math and make progress across content areas. PS 112 has a large population of students with disabilities and English language learners. Presently, PS112 has 14 special education classes: 7 Asperger Syndrome Disorder Integrated Co-teaching classes; 1 bilingual Integrated Co-Teaching class and 3 Integrated Co-teaching classes; 1 bilingual self contained class and 1 self contained class; 1 Asperger Intensive K class). PS112 has many students that receive related services..Student progress will be measured by the TCRWP Assessments, ECAM Math Assessment, writing samples, Performance tasks, student inquiry based projects, videos and digital photographs of student work products.

- The School Leadership Team includes 7 parent members, the principal, teachers and support staff and a paraprofessional to ensure the effective coordination of services and programs for our students. In addition, the principal meets with the school's cabinet to ensure coordination of services for all students.
- Title I services are integrated with the Title I professional development initiatives, bilingual programs (Title III and Part 154), special education initiatives and services to students living in temporary housing.
- PS 112 has a Wellness in Schools Program. Students are provided with lunches that are nutritional. All programs support the attainment of high standards for all children.

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.

- Title 1 funds and C4E funds are used to fund professional development, i.e. math and literacy coaches, Teachers College Reading Writing Project Staff Developer, Teachers College Calendar Day, Principal study group, Teacher Leadership Group)

- Study Groups are funded with Title I funds, NYS Professional Development Grant funds, Professional Books and materials are purchased for teachers.
 - Title III funds will be used to fund an ELL study group. NYSTL hardware and software funds will be used to purchase IPADS and software to integrate technology into the curriculum and instruction and to use technology as an instructional tool.
Human Resources: Teachers, Cluster teachers, Reading Recovery teachers, SETSS teachers, ESL Teacher, Technology teacher, speech providers, OT providers, Social Worker
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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.

Based on the Teachers College Reading and Writing Benchmark Assessments, the 2011 New York State third grade ELA and Math Assessments, the NYSESLAT data, it is evident that we need to continue to provide targeted interventions to all of our “at risk” students. PS 112 has a large population of students with disabilities (over 33%) and English language learners who have been identified as “at risk.” These students need to participate in extended day and be provided with interventions to target their specific needs small group differentiated instruction during the school day. Many “at risk” students need to be provided with “at risk” SETSs, Reading Recovery from 2 fulltime teachers and one “F status” Reading Recovery teacher.

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:

- Strategies / activities that encompass the needs of identified student sub-groups, staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
- All “at risk” students will be provided with a targeted intervention to meet their specific needs based on data. The effectiveness of the interventions will be monitored to determine its effectiveness by the Academic Intervention team. (Monthly September 2011-June 2011,
- Students will be provided with interventions during the school day through small group differentiated instruction that is targeted to meet the specific needs of each student across content areas. The interventions will be modified based on the Benchmark Assessments in reading and math. (October 2011-June 2012)

- The two Reading Recovery teachers and an “F” status Reading Recovery teacher will work with “at risk” students in grades one and two. They will work with students one on one and push in to classrooms to work with “at risk” students during the school day and during the Extended Day Program. (October 2011-June 2012)
- Assessments will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention.
- The bilingual SETSS teacher will work with both mandated and non-mandated students. The progress of the students will be monitored using the TCRWP Benchmark Assessments, ECAM math assessment, student work products to determine the next learning goals of the students she is working with.
- The Academic Intervention Team- will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the “at risk” students. The team members will analyze the benchmark assessments in reading and math as well as student work products across content areas. The team will articulate with classroom teachers. (Monthly September 2011-2012)
- School Intervention Team-meets twice a month to discuss students that teachers are concerned about or have been identified as “at risk.” The team discusses each student to determine the type of intervention that might be provided to the student. The team determines if a student might need a speech screening, OT screening or some other type of intervention. The team determines if a student needs “at risk” counseling support. Interventions and strategies are presented to the classroom teachers. One team member is assigned to support the teacher and to monitor the progress of the students who are brought before the School Intervention Team.
- The teachers are being provided the Response to Intervention training. (October 2011; December 2011 and January 2011)
- Inquiry Teams will be studying “at risk” students including students with disabilities and English Language learners. The Inquiry teams will be analyzing the Common Core Standards in math and literacy and looking at the kind of instructional strategies needed to support the “at risk” students. The inquiry teams will be measuring the progress of the at risk students they are studying by analyzing their inquiry based projects, inquiry journals, writing samples, videos, digital photographs, student presentations, multi-media projects and student self assessments as well as the TCRWP benchmark assessments, and the ECAM math assessments as well as performance tasks. The inquiry teams will meet at least twice a month to discuss the identified student’s progress, to analyze the above formative assessments as well as summative assessments in depth to determine next learning goals for the students they are studying. (September 2011-June 2012)
- Extended Day Program-All “at risk” students participating in the Extended Day program will be provided with targeted interventions in the following areas in reading: comprehension, decoding, fluency. PS 112 is using the Fountas and Pinnell Leveled Literacy Intervention Program. Students will be provided with small group differentiated instruction in math.(September 2011-June 2012)
- Saturday Academy-PS 112 will have a Saturday Academy for “at risk” second graders in reading. If we have enough funds, we will invite “at risk” first graders in reading. (January 2012-March 2011)
- Asperger Syndrome Disorder Team Meetings- All ASD ICT teachers will meet weekly with all service providers to discuss and monitor each ASD student’s progress. The team members will discuss interventions to ensure that each student achieves at high levels academically as well as socially. The interventions are monitored by the team to determine the effectiveness of the interventions. (Weekly September 2011-June 2012)
- ICT Team Meetings- ICT teachers will meet every other week with service providers to discuss and monitor each ICT student’s progress and to monitor instructional strategies and other interventions being provided to the students. (January 2011-May 2012)

- READ Program-is an after school program for “at risk” kindergarten and first grade students that will be implemented during the Stanley Isaacs After School Program. A teacher from PS 112 is in charge of the program. (January 2012-April 2012)
 - The ICT teachers have a common prep weekly to build their capacity and share best practices and to develop instructional strategies to support their students. (September 2011-June 2012)
 - The bilingual teachers have a common prep each week to meet. Their work is anchored by reading a professional book. All bilingual teachers are provided with a copy of the LAP. The teachers meet to study best practices for English language learners.(September 2011 through June 2012)
 - There is an ELL study group that meets for ten weeks-November 2011-February 2012)
 - Title III enrichment program for English Language learners (December 2011-May 2012)
 - PS 112 has reduced class size. PS 112 is an early childhood school and there are no more than 20 students in a class. (September 2011-June 2012)
 - Technology is used as an instructional tool to differentiate instruction. (September 2011-June 2012)
 - Award Online Reading Program supports students and differentiates instruction for each student.
 - PS 112 has a 120 comprehensive research based literacy program that consists of the following components: read aloud, phonics instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction and motivation to read.
 - The Teachers College Reading Writing units of study of study are aligned with the Common Core Standards.
 - Student entry points and learning style preferences are assessed and this information is used to bolster the engagement and participation of students.
 - Students are actively engaged in hands-on learning within an inquiry based approach to content areas.
 - Technology is used as an instructional tool and is integrated into all content areas.
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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.

- PS 112 will provide progress reports to inform parents about their child's progress.
- PS 112 will have communication books for parent and teachers communicate with one another throughout the school year.

- Parents will receive curriculum calendars monthly to inform them about what their child is learning and how to support their child's learning at home.
 - Parents will be provided with workshops in literacy, math, science, technology and social studies as well as the arts—visual arts, dance, music and drama throughout the school year.
 - PS112's has a Parents As Math and Parents As Reading Buddies twice a month where parents visit their child's classroom to work with their child on a reading or math strategy that is modeled by the teacher. Parents have the opportunity to participate in workshops with their child during the Title III enrichment program. The speech teachers will conduct parent workshops on helping their child develop oral language and vocabulary. There will be an Asperger Parent Support Group. The Principal will share data such as the Progress Report; Learning Environment Survey, the results of the Reading and math benchmark Assessments. All flyers, letters, monthly calendars, curriculum calendars are translated. Parents are provided with translation during all meetings, workshops and conferences.
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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 becomes highly qualified, in order to achieve this goal.

The school is providing high quality professional development that is aligned with the Common Core Standards. We conduct professional development through a variety of research based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. Our professional development is outcome based and directly linked to students identified as "at risk through data analysis. Teachers look at data collaboratively to identify patterns, trends and to adjust/modify the curriculum and instruction. Teachers collaboratively analyze data (benchmark assessments in reading, writing samples, inquiry based projects, student self-assessments, multi-media presentations) to determine interventions and implications for instruction. During grade level and inquiry team meetings teachers study the work of individual students from the different sub-groups to determine the effectiveness of instruction and how to support the student academically. Teachers are provided with professional development to on how to differentiate instruction and learn different kinds of strategies and techniques to meet the specific needs of students in their classroom.

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.

The School Leadership Team includes seven parent members, the principal, teachers, support staff and a paraprofessional. In addition, the principal meets with her cabinet weekly and the Academic Intervention Team monthly and the School Intervention team twice a month to ensure that there is coordination of services for the identified "at risk" students. Each student's progress will be monitored to determine the effectiveness of the intervention that each student is receiving. Title I services are integrated with Title 1 initiatives, bilingual programs (Title III and Part 154), special education initiatives and services for students living in temporary housing. All programs support the attainment of high standards for all students.

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, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 funds are used to fund Reading Recovery teachers. Title III funds fund the Title III enrichment program and per session for the teachers that work in the Title III program. Title I funds are used for professional development and to fund the salaries of the literacy and math coaches. NYSTL Software/Hardware funds are used to support the integration of technology.

The bilingual teachers and the ICT teachers have common prep periods to ensure program coordination. The Asperger Syndrome disorder teachers and service providers meet together weekly to ensure services and program coordination

Human Resources : Classroom teachers, Reading Recovery teachers, SETSS teacher, speech teachers, OTs, Specialty teachers, ESL teacher

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.

By June 2012, there will be an increase of 1% in parent involvement by engaging parents and students in both academic and social activities to establish a framework and form effective partnerships with families that will lead to improving student outcomes as measured by the 2012 Learning Environment Survey and the Quality Review, the number of parents attending parent workshops, school activities, the number of parents attending Parent /Teacher Conferences, parent participation on the School Leadership Team and the Parent's Association.

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.

Parents are the key partners in their child's education. Increasing parent involvement is crucial in improving student outcomes. While PS 112 has a significant amount of parents involved in school activities, we continue to strive to for greater participation of parents. We need to continue to improve

home/school communication and the engagement of parents. We want to engage more parents in decision-making and promote active involvement in the school community. PS 112 used the results of the 2010-2011 Learning Environment Survey to develop the action plan.

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:

strategies/activities that encompass the needs of identified student subgroups,

staff and other resources used to implement these strategies/activities,

steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

timeline for implementation.

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide and NYCDOE Discipline Code
- All parents will be provided with a copy of the Title I Parent Compact and Parent Involvement Plan.(September –November 2011)
- The Principal, Assistant Principal, Literacy and Math coaches as well as teachers will facilitate workshops on the Common Core Standards. (September 2011-June 2012)
- Parents will be provided with monthly curriculum calendars to inform parents about what their child is learning in each curriculum area and how to support their child's learning at home. (Monthly September 2011- June 2012)
- All flyers, letters, curriculum materials, report cards, the CEP will be translated.
- During Parent /teacher conferences will provide translation to parents.
- Communication Book: Every student will have a home/school communication book for parents and teachers to communicate back and forth with one another. The communication book will be used to provide parents with information about their child's progress, to regularly inform parents about their child's achievements or any issues that might arise that parents need to know about. Parents can communicate things they want the teacher to know about their child and about any concerns they may have. (September 2011-June 2012)
- School Messenger:-will be used to call parents to notify them that their child was late or absent, to inform them about meetings and workshops, parent teacher conferences, dance, music performances, art exhibitions, celebrations, Parents As Reading Buddies Program, Parents As Math Buddies Program, Writing Celebrations, Family Math and Science Days.(September 2011-2012)

- The principal will meet with parents throughout the year to share the results of the Learning Environment Survey, the Progress Report, NYS Accountability Report, School wide data, the school's goals and objectives and information about the curriculum and instruction, (September 2011-June 2012), the school's Comprehensive Educational Plan and the Title I Parent Involvement Plan and Home School Compact.
- PS 112 has a school website where parents can access information about school programs, activities that are happening, student work and podcasts, videos, documentaries created by the students, awards and recognitions the school has received. (September 2011-June 2012)
- Parents will be provided with student progress reports (December 2011-January 2012-February 2012-April 2012-May 2012)
- Parents will receive report cards in November 2011; March 2012; June 2012.
- There will be a Parent Bulletin Board near the school yard entrance to inform parents of activities, the Progress Report, the Learning Environment Survey, the monthly calendar, the minutes from the School Leadership Team, the monthly curriculum calendars, the Discipline Code. (September 2011-2012)

Engagement:

- Parents will be invited to attend meeting with the Principal to discuss the School's Comprehensive Educational plan, the school's goals and objectives, the Learning Environment Survey results, the Progress Report, the Town Hall Safety Committee meeting, the Quality Review if the school has one this year. (September 2011-May 2012)
- Parents will be invited to workshops to help them understand the assessments used –NYSESLAT, TCRWP assessments, ECAM and how to monitor their child's progress.(October 2011-May 2012)
- Parents will be invited to become Learning Leaders and volunteer in the school. (October 2011-June 2012)
- Parents will be invited to participate in a variety of parent workshops in literacy, math, science, art, technology, videoconferencing, music, drama and dance. (September 2011-June 2012)
- Parents will have the opportunity to participate in Family Math, Literacy and Science Days. (January 2012; April 2012)
- There will be two Dad's Bring Your Child To school Days to participate in math activities, science activities with their child.(October 2011-February 2012)
- There will be an ASD Parent Support Group. (November 2011-May 2012)
- There will be a parent component to PS 112's Title III Enrichment Program-(December 2011-May 2012)
- The speech providers will have workshops for parents on developing oral language. (November 2011-January 2012)
- Seven Parents will serve on the school's Leadership Team. (September 2011-June 2012)
- PS 112 will hold a Title I Parent meeting (October 2011) and will elect a Title I parent representative. (October 30, 2011 -November 2011)

- PS 112 will have a Parent Coordinator to support parents funded with Parent Coordinator funds. (September 2011 through June 2012)
 - Parents will be invited to a curriculum/meet the teacher orientation-September 2011)
 - Parents will be invited to Parent/Teacher Conferences-(November 2011 and March 2012)
 - Parents will be invited to attend ARIS trainings to learn how to log on to the ARIS website and to look at data for their child. (November 2011-January 2012)
 - Ensure that parents are engaged in a discussion and decisions regarding the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including implementation of the school's Title I Parent Involvement Policy and Parent Compact. (November 2011-June 2012)
 - Ensure that the Title I funds allocated for parent Involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy. (November 2011-June 2012)
-

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.

PS 112 will take the following actions to involve parents in the joint development of its school's parental involvement plan under section 112 of the ESEA: PS 112 will jointly develop with and distribute to parents the written parent involvement policy sharing participation of parents with limited English proficiency or students with disabilities. The School Leadership Team, members of the Title I Parent Advisory Committee will meet to write the parent involvement plan. They will seek input from parents using focus groups, parent meetings and surveys. A parent meeting will be held annually to discuss the parent involvement plan. The school will provide materials and training to help parents work with their child at home to improve their academic achievement by providing support in literacy, math, science and social studies and using technology to foster parent involvement. At PS 112, we have an open door policy in which parents are encouraged to engage in activities in the classroom to that promote greater understanding of our academic standards. We welcome parents as partners in the school through the activities such as Parents as Math Buddies and Parents As Reading Buddies, reading and writing celebrations, performances and exhibitions and videoconferencing activities. The school will take the following actions to ensure information related to the school and parent programs, meetings and other activities is sent to parents of participating children in an understandable and uniform format, including alternate formats upon request, and, to the extent practicable, in the language that parents can understand. Letters and written correspondence is provided to parents in their native language. For parents that need further assistance, they are verbally instructed on school and parent programs and activities. The parent coordinator is available to meet with parents and support them.

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 becomes highly qualified, in order to achieve this goal.

The school will, with the assistance of parents, educate it's teachers, service providers, principal and other staff, on how to reach out to parents, communicate with parents and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Strategies/activities 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 to achieve this goal.

The School Leadership Team includes 7 parents, the principal, teachers and support staff, a paraprofessional and ensures the coordination of services and programs for all of our students. In addition, the principal meets with her cabinet to ensure the coordination of services to all students. Title I services are integrated with Title I professional development initiatives, bilingual programs (Title III and Part 154), special education initiatives and services for students living in temporary housing. All programs support the attainment of high standards for all children.

The school reaches out to local Head Start programs to transition students from these programs to PS 112. We visit Head Start programs and we conduct tours for parents to visit PS 112 and to find out about the instructional programs at PS112..

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, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I; Title III funds, C4E funds, Parent Coordinator funds, , IDEA SBST, IDEA CTT, IDEA Counseling funds will support the above Parent Involvement Program. One percent of Title 1 funds are set aside to support the parent involvement plan.

The Principal, Assistant Principal, Teachers, the Parent Coordinator, Math Coach, Literacy Coach will support the parent involvement program.

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	12	10	N/A	N/A	N/A	6		
1	55	20	N/A	N/A	N/A	5		
2	40	15	N/A	N/A	N/A	7		
3			N/A	N/A				
4								
5								
6								
7								
8								

9								
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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 LeapsPS, 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
<p>ELA</p>	<ul style="list-style-type: none"> • Reading Recovery-PS112 has two fulltime reading recovery teachers and one “F Status” Reading Recovery teacher that provide one on one instruction and push in to first and second grade classrooms to provide small group instruction to the most “at risk” students during the school day and during the extended day program. • Small Group Differentiated Instruction-During the school day all “at risk” students are provided with small group instruction targeted to meet their individual needs by classroom teachers. • Extended Day Program, “at risk” students are provided with small group instruction using the Fountas and Pinnell Leveled Literacy Intervention Program. • The SETSS teacher works with “at risk” mandated and non-mandated students during the school day and during extended day. • Reduced Class Size-PS 112 classes have no more than 20 students. All “at risk” students are provided with small group differentiated instruction targeted to meet their specific needs. • Saturday Academy-PS 112 has a Saturday Academy to provide “at risk” students with literacy instruction. Fountas and Pinnell’s Leveled Literacy Intervention Program is used for small group Instruction. • Award Reading Online Program-is an online reading program that is used throughout the school day in classrooms to provide individual reading instruction to students.
<p>Mathematics</p>	<p>PS 112 has reduced class size. All students are provided with small group differentiated instruction in math both during the school day and extended day. At risk students are provided with either small group instruction or one on one tutoring to target the student’s specific needs. It should be noted that Ps 112 is an early childhood school that serves students in grades Pre-K -2.</p>
<p>Science</p>	<p>PS 112 has a science enrichment specialty teacher who provides inquiry based/project based science instruction to all students. All classrooms implement inquiry based science instruction during the school day. Students work in small groups. The science curriculum is aligned with the</p>

	NYS Learning and NYC Performance Standards. The students are provided with small group differentiated instruction.
Social Studies	PS112' has an inquiry based approach to social studies instruction. The social studies curriculum is aligned to the4 NYS Learning and the NYC Performance Standards. Instruction is provided during the school day by classroom teachers.
At-risk Services provided by the Guidance Counselor	PS112 does not have a Guidance Counselor.
At-risk Services provided by the School Psychologist	Our IEP team's school psychologist works with "at risk" students in small groups or one on one as needed.
At-risk Services provided by the Social Worker	Our social worker works with both mandated and non-mandated "at risk" students throughout the school day in small groups and individually. PS 112 has an IEP social worker who works with "at risk" students in small groups and individually.
At-risk Health-related Services	PS 112 has a health clinic located in the school and provides treatment for students with Asthma and other health issues.

**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 with 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 promptly 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Fiegelson	District 04	Borough Manhattan	School Number 112
School Name Jose Celso Barbosa			

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

Principal Eileen Reiter	Assistant Principal Carmen Colon
Coach Bernice Arricale, Literacy Coa	Coach Irma Colon, Math Coach
ESL Teacher Rachel Lindsay	Guidance Counselor none
Teacher/Subject Area Yolanda Raimundi, TBE	Parent Margarita Martinez

Teacher/Subject Area Sandra Castro, SE TBE	Parent Coordinator Diana Martinez-Molano
Related Service Provider Verena Valck, TBE SETTS	Other Enid Rodriguez, TBE
Network Leader Dan Fiegelson	Other Natalia Arredondo, SE TBE

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	3	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	1	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	338	Total Number of ELLs	76	ELLs as share of total student population (%)	22.49%
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Part II: ELL Identification Process

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

- 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. 

1.

When a student enters PS 112 as a new admit (either as a Kindergarten student or as a transfer from outside the city of New York), the parent and child are present during registration in order to have the Home Language Information Survey (HLIS) administered to the parents by a certified pedagogue as well as an interview with the child. The pedagogue at PS 112 who is responsible for identifying ELLs, testing ELLs, notifying parents, and conducting interviews is Rachel Lindsay, the ESL teacher. She has a Master's degree in, and is a certified teacher of ESL. She also speaks Mandarin Chinese, French, and German. PS 112 also has trained the Bilingual SETTS teacher in administering the HLIS and conducting interviews with the new admit. When Spanish translations are needed for the initial screening interviews, either Ms. Valck, our Bilingual SETTS teacher or the assistance of the Parent Coordinator Diana Martinez-Molano who is a fluent and native speaker of Spanish is used. Based on the questions answered by the parent, and the responses given during the interview with the child, a determination is made regarding the child's home language (HL). If the HL is determined to be other than English, the language code (e.g., MN for Mandarin Chinese) is entered on the HLIS. Only those new students admitted to the NYC Department of Education for the first time and with no previous record of having been administered a LAB-R before; who have a HL other than English, are eligible to be administered the Language Assessment Battery-Revised (LAB-R) exam.

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

In April when the New York State English as a Second Language Achievement Test (NYSESLAT) is offered the following steps are taken:

* An eligibility RLEG report is printed from ATS to ensure that all ELLs are accounted for and administered the test. This list is verified against an RLER report as well as a cross reference list from the ESL teacher.

2. Parent Choice at PS 112

When new parents register their children at PS 112, they fill out a HILS form, Parent Survey and Program Selections forms. PS 112 provides all the parents with an option letter in their home language. During the first two weeks of school, parents are invited to attend

several sessions of a parent orientation meeting where PS 112 has made extensive efforts to ensure that all parents see the Orientation Video/DVD and “A Guide for Parents” brochure. Parent Orientation materials are available in the home languages of the school's ELL population. Parent Orientations are conducted throughout the year for the parents of newly enrolled English Language Learners to provide them with information about the appropriate programs for their child based on the LAB R assessment. There are opportunities for parents to observe classes, ask questions, view a video in their native language and meet with teachers regarding English language services available at PS 112. In addition, follow up meetings are provided explaining the results of the NYSESLAT as well as a Q&A about how this guides the instruction of our ELL students throughout the year. Parent choice drives program decisions. Parents are also provided with information of programs that are not offered at PS 112, such as Dual language programs and schools in NYC where these programs are available.

The ESL teacher, as well as the parent coordinator provides information regarding schools that have TBE programs in Chinese, Arabic, or any of the other languages needed to best suit the needs of their children.

- Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate in the parent’s home language is made available to meet with them.
- In the Fall and the Spring, as required by CR Part 154, teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements, the expectations, the NYSESLAT Assessment, Idel/Lectura 3D assessment as well as the instructional standards.
- Parents are encouraged to meet with their child’s teacher during parent teacher conferences at least twice a year as well as other times throughout the year about their child’s progress. When necessary, translators are provided to parents.

Once the child begins receiving services in the desired program, we highly encourage that the child remains in that program (TBE). The students will stay within the ESL program until they are determined to be English proficient. The criteria which determines whether or not a child is able to exit the ESL program is by scoring at a “P” (proficient) level on the New York State English as a Second Language Achievement Test (NYSESLAT). Until such time as the student achieves English proficiency, s/he will continue to receive ESL services. Parents may choose to transfer their students to other ESL models/programs, but only the NYSESLAT can determine whether they are ELLs or former ELLs and therefore when they continue or cease services as the case may be. Once the student is determined to be English proficient, s/he will enter a monolingual classroom setting while continuing to receive ESL supports for 1-2 years.

3•How PS 112 ensures that entitlement letters are distributed, Parent Survey and Program selection forms returned:

Once the student has been determined to be an ELL, letters are hand delivered to each child and placed in the bookbag, parent orientations are held and after the orientation parents receive the Program selection form, they are asked to fill it out and return it prior to leaving, if a parent does not return it, the ESL teacher follows with a phone call, makes note of it in their Excell file and sends home a follow up letter, stating "second notice" on its margin, making a copy and filing it in her room and in the main office's ELL file cabinet.

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

Program (where available) as per CR Part 154.

4. PROCEDURES USED FOR PLACEMENT IN TBE and ELL Programs at PS 112 --

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

- Freestanding ESL Program – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL language books via the internet. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12 Check all that apply
- Transitional Bilingual Education (TBE) Program – The key features of the Transitional Bilingual program are that the child receives instruction in both their home language as well as the target language (which is in this case English). The program model begins the school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student’s home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual classroom setting.
- Dual Language (DL) Program – The key features of the Dual Language program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year, usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

At PS 112 (a Kindergarten through Second grade school) we have a Freestanding Pull-Out/Push-In model ESL Program with a total of 40 students as well as a Transitional Bilingual Program (TBE) with the following breakdowns per class: one Kindergarten TBE/CTT class with 18 students; one Bridge Grade 1/2 TBE class with 10 students in Grade 1 and 4 students in Grade 2 ; one Grade 2 CTT TBE class with 13 students; and one Grade K/1/2 TBE SE class with 8 students. We do not at this time have a Dual Language Program.

After the student has been determined to be eligible to be tested and has taken the LAB-R exam, the parent will be notified of the child’s eligibility as well as a choice of dates to come to a Parent Orientation in order to be fully informed of all the choices of setting available for their child in the city of New York. This year we had two parent orientations in order to ensure that every available opportunity was given to the parents to attend. The first was held on Tuesday September 21st and the second on September 22nd. At the Parent Orientation, the ESL coordinator, the parent coordinator, as well as any necessary translators will provide all the information (listed above) regarding the three different ESL programs available to them and their child in the city of New York. They will see an Orientation video, listen to a presentation of all ESL-specific program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All brochures, information, and forms will be disseminated in the parents’ native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English as per the results of the NYSESLAT. However, if the parent chooses as their first choice a program which is not currently available at PS 112, they will be informed that they can either choose a secondary option or we will aid them in finding a school within the district where their preference can be fulfilled.

The ESL Coordinator is responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as regular phone calls to ensure that all forms are read and

returned. If after letters are sent home without a response, second and third attempt letters are sent. Though not required, the ESL Coordinator at PS 112 keeps parental receipts of letters sent home indicating that the parent has received all pertinent information regarding their child's ESL education. If a parent is unable to attend the Parent Orientation, every attempt to inform them of their choices and to receive a completed Parent Choice Form will be made on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

Parent choice dictates ELL classroom placement in every case. If a TBE program is available and the parent selects it as their first choice, the student is necessarily placed in that setting. Currently at PS 112 we have a TBE for Spanish on every grade level. If 15 or more parents with a HL other than Spanish choose a TBE program for their children as their first option, that program will be created.

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

5. After reviewing the Parent Survey and Parent Selection Form for the past few years we have gleaned that parent choice has seen a shift in the number of parents who opt for the TBE (Transitional Bilingual Education) Program. In 2009-2010, 10 parents opted for their children to be placed in a TBE Program, 14 opted for a Free-standing ESL Program, and 0 opted for a Dual Language Program. In 2010-2011, 13 parents opted for their children to be enrolled in a TBE Program, 15 opted for a Free-standing ESL Program, and 0 opted for a Dual Language Program. In 2011-2012 we saw that 20 parents chose for their children to be enrolled in a TBE Program, 11 opted for Free-standing ESL, and 0 opted for Dual Language. This information can be interpreted in many ways. One possible explanation for the increase in our TBE Program enrollement this year could be that parents continue to be educated and better informed about the purpose of the TBE Program; that it is a transitional program intended to move L1 dominant students to a level of English fluency that will allow them to transition into a Monolingual English language classroom. Another possible explanation for this year's increase in TBE enrollment could be that the year we have created a Kindergarten Bilingual ICT class. Parents of bilingual students who have IEPs which indicate that the child would benefit from Bilingual services are now offered the opportunity to receive those services in a Bilingual ICT classroom.

6. How are Programs offered at our school aligned with parent requests?

ESL Programs at PS 112 are consistently aligned to parent request. There are only two instances in which a student would be placed in an ESL Program that is not consistent with parent choice. One, if the program chosen by the parent is not available at PS 112 and two, if the student's IEP dictates that the student receive services in a specific ESL program that may not be the same program indicated on the Parent Selection Survey.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	2	2	0	0									6
Dual Language (50%:50%)	0	0	0											0
Freestanding ESL														
Self-Contained	1	1	1											3
Push-In	2	0	1											3
Total	5	3	4	0	0	0	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	40	0	17	0	0	0	0	0	0	40
Dual Language	0	0	0							0
ESL	36									36
Total	76	0	17	0	0	0	0	0	0	76

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	27	23	14											64
Chinese		1	1											2
Russian		1	1											2
Bengali														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
Urdu														0
Arabic	1	1	1											3
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1	2	1											4
TOTAL	29	28	19	0	76									

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

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	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	11	7											24
Chinese		1	1											2

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
Russian		1	1											2
Bengali														0
Urdu														0
Arabic	1	1	1											3
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1											4
TOTAL	8	16	12	0	0	0	36							

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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

All classroom teachers at PS 112 receive NYSESLAT information sessions to discuss students' proficiency levels and need areas. The ESL teacher provides all classroom teachers with NYSESLAT results as well as the LAB-R results in order to maintain appropriate

A. Programming and Scheduling Information

communication across classroom environments. Constant communication between the ESL teacher and the classroom teachers occurs in order to ensure that students are grouped appropriately throughout the year as progress is made.

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

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

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

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

SIFE AND LONG-TERM ELLs

As a K-2 school, PS 112 does not, nor will ever have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 112 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA.

A. Programming and Scheduling Information

Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.

NEWCOMERS

Beginning (newcomers) as well as intermediate students receive 90 minutes of ESL daily (360 minutes per week). Advanced students receive 180 minutes of ESL instruction per week. The TBE program offers these same amount of ESL instruction in addition to 45 minutes of Native Language Arts daily as well as content area instruction in English with support in Native Language as needed. Students are taught in whole group, small group and individual one-on-one conferring in order to address their specific need and the area of 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%	<p>As a K-2 school, PS 112 only has students receiving services for 4 years or longer in the event that an ELL is held over. When this occurs, teacher-led focus groups gather to discuss and observe these students using an inquiry-based approach. After meeting with the student's classroom and out of classroom teachers, they use their knowledge and expertise to differentiate lessons for those students. The AIS and resource room provide additional support. The instructional plan instruction, inquiry projects, trips and parent outreach workshops. Our goal is to maintain a cohesive instructional plan that would help us align the Common Core Standards for a seamless transition into the higher elementary grades.</p>		
75%			
50%			
ELLs RECEIVING SERVICES 4-6 YEARS	Dual Language		
25%	<p>As a K-2 school, PS 112 does not, nor will ever have PS 112 ever having these students, extended instructional groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NEA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.</p>		
100%			
75%			
50%	Freestanding ESL		
SIFE AND LONG-TERM ELLs	<p>As a K-2 school, PS 112 does not, nor will ever have PS 112 ever having these students, extended instructional groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NEA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.</p>		
25%			
100%			
As a K-2 school, PS 112 only has students receiving services for 4 years or longer in the event that an ELL is held over. When this occurs, teacher-led focus groups gather to discuss and observe these students using an inquiry-based approach. After meeting with the student's classroom and out of classroom teachers, they use their knowledge and expertise to differentiate lessons for those students. The AIS and resource room provide additional support. The instructional plan instruction, inquiry projects, trips and parent outreach workshops. Our goal is to maintain a cohesive instructional plan that would help us align the Common Core Standards for a seamless transition into the higher elementary grades.	<p>As a K-2 school, PS 112 does not, nor will ever have PS 112 ever having these students, extended instructional groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NEA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.</p>		
75%			
50%			
25%	<p>As a K-2 school, PS 112 does not, nor will ever have PS 112 ever having these students, extended instructional groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NEA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.</p>		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

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

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

Beginning

Intermediate

Advanced

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

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

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT

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ESL TRAINING FOR STAFF

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

At PS 112, the Assistant Principal is a former Bilingual classroom teacher, as well as an ELL Instructional Support Specialist, and has a lengthy career in ESL techniques, methodologies, as well as an intimate knowledge of the administrative domain. She leads ELL study groups as well as one-on-one support for teachers to assist them in the enrichment of their ESL instruction abilities. The math coach is a former bilingual teacher and uses the scaffolding techniques and methodologies she has mastered to better support ELLs as well as general education teachers with an ELL population. The literacy coach is a former special education teacher and works with all teachers on ways to

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

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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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?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

All cultures are celebrated at PS 112 by involving the parents in sharing cultural stories, food, dress, and their native language. The students are given ample opportunities to interact with children and parents from other cultures and to exchange stories and ideas with one another. At PS 112 we have luncheons and arrange extracurricular activities for parents of ELLs. Our students' parents are encouraged to join their children on any field trips or special festivals sponsored by our school. Such field trips may include visits to the Museo del Barrio, the Bronx Zoo, and the NYC Aquarium. All parents are invited to participate in classroom celebrations, such as publishing parties, special video or project presentations as well as to participate by sharing their expertise in any area they choose with their child's class from sewing a quilt to making tortillas after the reading of a celebrated picturebook.

Each year we have festivals to celebrate the changing of the seasons to which parents and children are warmly encouraged to enjoy. Classroom libraries as well as the main school library are equipped with texts spanning many genres and subject areas in various native languages which also contribute to the overall motif of celebrating all cultures at PS 112. The social studies curriculum highlights the uniqueness of families and each child.

Monthly calendars in the native language are distributed to parents each month in order for them to remain acquainted with the events taking place in the school. All flyers, letters, the Homework Policy, Parent Handbooks, etc. are given to parents in English as well as their native language when possible. All parent workshops are presented to parents in both English and Spanish. There is evidence of native languages and cultures displayed throughout the school in writing as well as student projects. PS 112 has a Title III parent involvement program that supports families of ELLs. The translation monies are used to support the translations of the Homework Policy, the Parent Handbook, as well as providing informational seminars to the families in topics of interest such as health, money matters, nutrition and science. All parent meetings have someone available for translations. The Parent Coordinator is bilingual (Spanish) and supports ELL families by making sure they are included in all school and community activities. The Parent Coordinator has workshops for parents based on their identified needs. The school's social worker, psychologist, and speech provider all have resources for parents of ELLs.

Our Parent Coordinator, makes use of all Community Based Organizations and provides all parents the opportunity to participate in several workshops that range in topics from health, Economics, Nutrition, A day for Fathers to come and Read Aloud with their child and their child's class.

Twice a year the Parent Coordinator sends home a general parent survey where families are asked to express their diverse interests in the needs of the community and topics for workshops throughout the year. They are offered this survey again throughout the year in the monthly PA meetings

B. Programming and Scheduling Information--Continued

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

PROFESSIONAL DEVELOPMENT

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

TRANSITIONING STUDENT SUPPORT

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

ESL TRAINING FOR STAFF

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

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

At PS 112, the Assistant Principal is a former Bilingual classroom teacher, as well as an ELL Instructional Support Specialist, and has a lengthy career in ESL techniques, methodologies, as well as an intimate knowledge of the administrative domain. She leads ELL study groups as well as one-on-one support for teachers to assist them in the enrichment of their ESL instruction abilities. The math coach is a former bilingual teacher and uses the scaffolding techniques and methodologies she has mastered to better support ELLs as well as general education teachers with an ELL population. The literacy coach is a former special education teacher and works with all teachers on ways to enrich the differentiated instruction taking place in their classrooms. The bilingual SETSS teacher works with all teachers on ways to scaffold learning and differentiate instruction. The ESL teacher is multi-lingual and has a master's degree in ESL instruction. This group of

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?

All cultures are celebrated at PS 112 by involving the parents in sharing cultural stories, food, dress, and their native language. The students are given ample opportunities to interact with children and parents from other cultures and to exchange stories and ideas with one another. At PS 112 we have luncheons and arrange extracurricular activities for parents of ELLs. Our students' parents are encouraged to join their children on any field trips or special festivals sponsored by our school. Such field trips may include visits to the Museo del Barrio, the Bronx Zoo, and the NYC Aquarium. All parents are invited to participate in classroom celebrations, such as publishing parties, special video or project presentations as well as to participate by sharing their expertise in any area they choose with their child's class from sewing a quilt to making tortillas after the reading of a celebrated picturebook.

Each year we have festivals to celebrate the changing of the seasons to which parents and children are warmly encouraged to enjoy. Classroom libraries as well as the main school library are equipped with texts spanning many genres and subject areas in various native languages which also contribute to the overall motif of celebrating all cultures at PS 112. The social studies curriculum highlights the uniqueness of families and each child.

Monthly calendars in the native language are distributed to parents each month in order for them to remain acquainted with the events taking place in the school. All flyers, letters, the Homework Policy, Parent Handbooks, etc. are given to parents in English as well as their native language when possible. All parent workshops are presented to parents in both English and Spanish. There is evidence of native languages and cultures displayed throughout the school in writing as well as student projects. PS 112 has a Title III parent involvement program that supports families of ELLs. The translation monies are used to support the translations of the Homework Policy, the Parent Handbook, as well as providing informational seminars to the families in topics of interest such as health, money matters, nutrition and science. All parent meetings have someone available for translations. The Parent Coordinator is bilingual (Spanish) and supports ELL families by making sure they are included in all school and community activities. The Parent Coordinator has workshops for parents based on their identified needs. The school's social worker, psychologist, and speech provider all have resources for parents of ELLs.

Our Parent Coordinator, makes use of all Community Based Organizations and provides all parents the opportunity to participate in several workshops that range in topics from health, Economics, Nutrition, A day for Fathers to come and Read Aloud with their child and their child's class.

Twice a year the Parent Coordinator sends home a general parent survey where families are asked to express their diverse interests in the needs of the community and topics for workshops throughout the year. They are offered this survey again throughout the year in the monthly PA meetings

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)	11	19	7											37
Intermediate(I)	7	9	7											23
Advanced (A)	11	0	5											16
Total	29	28	19	0	0	0	0	0	0	0	0	0	0	76

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0										
	I	8	0	4										
	A	12	12	9										
	P	8	6	11										
READING/ WRITING	B	19	4	7										
	I	9	7	10										
	A	1	2	7										
	P	0	5	0										

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

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

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

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				

New York State Regents Exam

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

Native Language Tests

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

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

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

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: PS 112 M

School DBN: 04M112

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eileen Reiter	Principal		10/21/11
Carmen W. Colon	Assistant Principal		10/21/11
Diana Martinez-Molano	Parent Coordinator		10/21/11
Rachel Lindsay	ESL Teacher		10/21/11
Margarita Martinez	Parent		10/21/11
Yolanda Raimundi	Teacher/Subject Area		10/21/11
Sandra Castro	Teacher/Subject Area		10/21/11
Bernice Arricale	Coach		10/21/11
Irma Colon	Coach		10/21/11
n/a	Guidance Counselor		10/21/11
Dan Fiegelston	Network Leader		10/21/11
Enid Rodriguez	Other <u>Bil. Teacher</u>		10/21/11

School Name: PS 112 M

School DBN: 04M112

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Natalia Arredondo	Other <u>SE Bil. Teacher</u>		10/21/11
	Other		10/21/11
	Other		10/21/11

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: Jose Celso Barbosa	DBN: 04m112
Cluster Leader: Charles Amundsen	Network Leader: D. Fiegelson
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ●3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

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: Rationale: The After school program has been designed to accelerate English Language Acquisition in the Content Areas (Science and Social Studies, Math, Art, technology) through an integrated inquiry-based approach incorporating all language modalities (listening, speaking, reading and writing).

The target population for the supplemental Inquiry-based learning program will be for English Language Learners in the TBE programs grades K – 2 in general and special education, as well as students who are ELLs in the ESL program. The program will begin in November 10th, 2011 and will continue through May 2012. The children will attend the after-school program every Thursday for an hour and half from 2:40-4:10. The parents will attend parent workshops once a month. The technology teacher will assist the students and teachers with research strategies on the computer and use of other technological tools (smart boards, digital cameras, wikis, iPads) to assist with their inquiry research, contact specialists and assist in the creation of their final presentations.

PS 112 is an early childhood serving students Pre-Kindergarten through grade 2. The school presently has 338 students.

The language of instruction during the Inquiry Based Content Area after school program for ELLs will be English. The goal is to enhance academic language in a small group setting and encourage oral language development through projects in the content areas integrating all ELA skills as well as enhancing knowledge in the areas of Science, Social Studies and Mathematics. There will be 4 teachers who are certified bilingual teachers. The Technology, Science, bilingual Speech teachers as well as the Math coach who is also a licensed bilingual teacher; will provide workshops twice a month to parents in the areas of technology, science, language development and mathematical skills and how these content areas are integrated into the curriculum and ways of assisting children at home in these areas.

Materials to be purchased:

- * Science, social studies books
- * Professional book/dvd for ELL Study Group
- * Computer Software
- * Art Supplies for Final Projects

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:

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

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

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

At PS 112, the Assistant Principal is a former Bilingual classroom teacher and has a lengthy career in ESL techniques, methodologies, as well as an intimate knowledge of the administrative domain. She leads ELL study groups as well as one-on-one support for teachers who want to enrich their ESL instructional abilities. The math coach is a former bilingual teacher and therefore uses the scaffolding techniques and methodologies she has mastered to better support ELLs as well as general education teachers with an ELL population. The literacy coach is a former special education teacher and works with all teachers on ways to enrich the differentiated instruction taking place in their classrooms. The bilingual SETSS teacher works with all teachers on ways to scaffold learning and differentiate instruction. The ESL teacher is

Part C: Professional Development

multi-lingual and has a master's degree in ESL instruction. This group of teachers provides PS 112 with a wealth of knowledge and experience on how they can meet the specific needs of ELL students and ELL students with special needs.

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

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

- Creating and maintaining a dynamic classroom pace and atmosphere, thus capturing and holding student attention.
- Fostering spontaneity and creative expression, eliciting an extremely high rate of student response from the earliest to the advanced stages of language training.
- Eliminating the learner's natural self-consciousness and fear of mistakes.
- Emphasizing the relevance of the language to the student's own life experiences and engage the student on an emotional level.
- Equipping teachers with ESL methodologies and techniques
- The teachers involved in the Title III program will participate along with other teachers who serve Title III ELLs in a study group using the book(s): Celic, Christina M. "English Language Learners Day by Day K-6: A Complete Guide to Literacy, Content area, and language instruction"; to continue their learning on how to integrate the teaching of English in the content areas of the regular curriculum. They will also read, study and discuss the book, "Teaching Reading and Writing in Spanish and English" by Freeman & Freeman, as well as read and discuss periodicals related to inquiry based- learning in science and social studies. The group of teachers will meet Wednesday mornings for 1 hour (7:10-8:10 a.m.) for a series of 8 weeks (8 sessions for one hour each session).

Part D: Parental Engagement Activities

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:

A series of Parent Workshops have been designed to provide the parents of ELLs with tools to use at home in the areas of Technology, Science, Math and Speech. These parent workshops will be offered every other week at the same time as the Title III program for students. We will have workshops lead by our biligual Speech Teacher providing the families with strategies and activities that will help them understand the different language stages that an ELL goes through as well as provide examples of activiites to try at home to enhance language acquisition. The technology teacher will provide several workshops in the basic use of computers and several follow up workshops where the students of the Title III program will pair up with their parent in order to do research on a topic of interest in the areas of Science and Social Studies. The Science Teacher will provide a hands -on workshop for parents in easy experiements to do at home. Our Math Coach will lead several workshops to assist ELL parents in understanding the new Common Core standards and how they apply to the instruction of our K-2 ELL students. All workshops will have translation provided by our bilingual staff and/or the Translation Unit.

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. 	0	0
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
TOTAL		