



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 112

DBN (DISTRICT/ BOROUGH/ NUMBER): 30Q112

PRINCIPAL: MR. RAFAEL CAMPOS-GATJENS
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SUPERINTENDENT: DR. PHILIP COMPOSTO

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
Rafael Campos	*Principal or Designee	
Donna Medley	*UFT Chapter Leader or Designee	
Nury Zambrana	*PA/PTA President or Designated Co-President	
Terry Grech	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nayeon Hwang	Member/ Assistant Principal	
Christopher Murray	Member/Teacher	
Eun Kyung Kim	Member/ESL Coordinator	
Maria Tzortzatos	Member/Math Coach	
Jaclyn Webb	Member/IEP Teacher	
Claudia Villacres	Member/Parent	
Lateshe Lee	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, at least 50% of students in grades K-5 will improve in their ability to use mathematics to represent and solve authentic problems based on the exemplar rubric. This will be reflected in the overall improvement performance on the NYS math test by at least 2%.

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.

NYS Report Card

After a close examination of NYS mathematics assessments, it was determined that there is a need for students to improve their mathematical thinking. There was a 7% drop in the number of students who received a Level 3 and 4 in grade 4, a 10% in the number of students who received a Level 3 and 4 in grade 4, and a 7% drop in students who received a Level 3 and 4 in grade 5. There was an increase of 6% and 8% in the number of student scoring a Level 2 in grades 4 and 5 respectively. There was an increase of 14% in students scoring Level 1 in grade 3. Examining the disaggregated report, it was noticed that there was a decrease in every subgroup with the exception of the African American subgroup who had a 5% increase. Examining the item analysis of the NYS Math test, it was revealed that most students need addition support in problems dealing with number sense and place value.

School Assessments

Upon examination of beginning of year and end of unit math assessments, it was determined that there is a need for students to achieve mastery in numeration in lower grades.

Instructional strategies/activities

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

We believe that the fundamental goal of every teacher is to create a conducive learning environment. Research shows that small group methods of instruction are a positive approach to the creation of such an environment.

- We will address the needs of all types of learners including ELLs and Students with Disabilities by implementing small group instruction aligned to best practices based on the DOK rubric.

- Go Math Program is being implemented school wide. **GO Math!** meets the challenges of improving mathematics achievement with a solid research base and documented efficacy.
- Inquiry groups have been formed to research best practices in the teaching and learning of mathematics.
- Pre tests, mid-chapter checkpoints, and post tests are used to monitor student progress.
- In addition, we will implement Universal Design for Learning to provide multiple means of representation, expression, and engagement. All small group instruction will be based on student data and needs.
- Teachers meet with their grade teacher teams to plan and discuss best practices.
- A Vertical Math team coordinated by the math coach makes decisions on the implementation of the program and assessments used to evaluate the effectiveness of strategies being used school-wide. Grade leaders turnkey decisions to each grade.
- Students in grades K-5 are using the Exemplar Problem Solving Procedure to solve real world problems. Teachers are using the exemplar rubric to assess students' strengths and weaknesses in problem solving. Assessments are conducted bi-monthly to assess the progress of students.
- Minute math is used to develop fluency in all grades.

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.

PIP

- We send parent surveys to introduce the new math program Go Math
- Parent notifications are sent in English, Spanish, and Bengali
- Progress reports are sent home after every 2-3 units
- Results of unit assessments are sent home
- Parent workshop are conducted on using the online portion of Go Math
- Parent meeting on state assessment where parents experience in partaking in the test.

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.

Quality instruction is delivered by Highly Qualified Teachers. To ensure that current staff become highly qualified:

- We will encourage our teachers to attend Professional Development within the school targeting best teaching practices.
- New teachers are provided support by a mentor.
- Teachers will participate in study groups.
- Recruitment to fill vacancies with Highly Qualified Teachers will encompass not only the use of the Open Market Transfer system, but also the use of Professional Group Forums such as NABE, NCTM, and NCTE.

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 following programs and services are being coordinated with the instructional strategies/ activities to achieve our goal:

- City Year provides support in small group instruction during math lessons
- 21st Century Grant program
- PBIS (a positive behavior intervention system) is implemented in the school to promote positive social and academic behaviors

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.

- Fair Student Funding
- Title I funding
- Title III
- Title IIA
- Century 21 Grant

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 50% (120 out of 240) of students in grades 3-5 will show progress in informational writing, as measured by the CCLS informational writing rubric. This will be reflected in a 2% overall increase in the NYS ELA scores.

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.

School Report Card

Examining the school report card, the findings reveal that there was an overall increase of 1% school-wide. In grade 3, there was 1% increase in level 1, a 5% decrease in level 2, a 5% increase in level 3, and a 2% decrease in level 4. In grade 4, there was a 5% increase in level 1, a 2% decrease in level 2, a 2% increase in level 3, and a 4% decrease in level 4. In grade 5, there was a 10% decrease in level 1, a 1% decrease in level 2, an 8% increase in level 3, and a 6% decrease in level 4. Overall, there was a 6% increase in level 1, a 7% decrease in level 2, a 7% increase in level 3 and a 6% decrease in level 4.

Examining the subgroups, there was an increase in levels 3 & 4 of 1%, 10%, for Students with disabilities and African American students respectively. There was a decrease of 7%, 2%, and 8% for Asian, Hispanic and ELL populations respectively.

Examining the item analysis provided by the state, our school needs additional support in finding main idea, vocabulary within context, using graphic organizers, and constructing a well-developed written response. In addition, high level 3 students and level 4 students need to strengthen their higher-order thinking skills with use of learning extensions.

Instructional strategies/activities

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

We believe that the fundamental goal of every teacher is to create a conducive learning environment. Research shows that small group methods of instruction are a positive approach to the creation of such an environment.

- Teachers and administration will analyze student writing during common preps, using the Six Traits of Writing rubric.
- Teachers and administration will develop instructional focus based on analyzed trends and create small groups to address students' specific informational writing needs.
- Teachers of ELLs will develop and implement lessons with language objectives that target English Language skills to acquire, interpret, apply, and transmit information for learning and personal use, based on appropriate levels of English proficiency.
- Teachers of Special Ed. will develop scaffolds for informational writing using the Universal Design for Learning Guidelines.
- PD with ESL teachers using language checklist
- PD with ESL teachers on developing language objectives that support informational writing
- PD with AUSSIE on small group instruction.
- PD with special ed. teachers on using UDL guidelines.
- Low inference observations/class inter-visitations
- Vertical literacy team and weekly meetings
- Vertical ESL team and bi-weekly meetings
- Vertical Special Ed team and bi-weekly meetings
- Literacy planning sessions
- Lab sites for literacy
- Small group instruction in all grades
- Quarterly assessment of student progress using the six traits of writing rubric aligned with CCLS

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.

PIP

- Parent workshops for the NYS ELA
- Parent newsletters
- Parent volunteers
- Parent notifications are sent in English, Spanish, and Bengali
- Translated progress reports are sent home after every unit
- Results of unit assessments are sent home

Strategies for attracting Highly Qualified Teachers (HQT)

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

Quality instruction is delivered by Highly Qualified Teachers. To ensure that current staff become highly qualified:

- We will encourage our teachers to attend Professional Development within the school targeting best teaching practices.
- New teachers are provided support by a mentor.
- Teachers will participate in study groups.
- Recruitment to fill vacancies with highly qualified teachers will encompass not only the use of the Open Market System, but only the use of

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.

- City Year provides support in small group instruction during math lessons
- 21st Century Grant program
- PBIS (a positive behavior intervention system) is implemented in the school to promote positive social and academic behaviors

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.
- Fair Student Funding
- Title I funding
- Title III
- Title IIA
- Century 21 Grant

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.

To improve overall ELL student performance on high stakes exams by at least 5% by aligning language objectives with academic instruction.

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.

P.S. 112 Q has been identified as not having met Adequate Yearly Progress (AYP) on the New York State Testing Program.

ELL students were identified as not having met AYP in ELA. Upon examination of 2010 – 2011 NYSTP ELA Aggregate Performance for Limited English Proficient students showed that out of 54 students in grades three through five, 9% scored at a level 3 or higher. In 2009 – 2010, out of the 36 ELL students tested, 17% scored at a level 3 or higher. Upon examination of 2010 – 2011 NYSTP Mathematics Aggregate Performance for Limited English Proficient students showed that out of 63 students who were tested, 25 % scored at a level 3 or higher. In 2009 – 2010, out of the 39 students tested, 38% scored at a level 3 or higher.

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

We believe that the fundamental goal of every teacher is to create a conducive learning environment. Research shows that small group methods of instruction are a positive approach to the creation of such an environment.

- We will address the needs of all types of learners including ELLs and Students with Disabilities by implementing small group instruction aligned to best practices based on the DOK rubric.
- Teachers of ELLs will develop and implement lessons with language objectives that target English Language skills to acquire, interpret, apply, and transmit information for learning and personal use, based on appropriate levels of English proficiency.
- PD with ESL teachers using language checklist
- PD with ESL teachers on developing language objectives that support informational writing
- Teachers of ELLs will design lessons with scaffolds that address Tier 2 vocabulary
- Teachers will implement rigorous questioning techniques that call for students' higher order thinking

- Long-term ELLs will be provided with Academic Intervention services in addition to their mandated units of service
- Vertical ESL team and bi-weekly meetings

Strategies to increase parental involvement

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

PIP

- Parent workshops for the NYSESLAT
- Parent newsletters
- Parent volunteers
- Parent notifications are sent in English, Spanish, and Bengali
- Translated progress reports are sent home after every unit
- Results of unit assessments are sent home

Strategies for attracting Highly Qualified Teachers (HQT)

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

Quality instruction is delivered by Highly Qualified Teachers. Recruitment to fill vacancies with Highly Qualified Teachers will encompass not only the use of the Open Market Transfer system, but also the use of Professional Group Forums such as NABE, NCTM, and NCTE.

To ensure that the current staff become highly qualified, there is on-going professional development that highlights best practices. Teachers in need of specialized certification will be given an opportunity to receive support in preparing for teacher certification exams. They will receive materials and partner with master teachers in preparation for certification exams. Teachers are encouraged to participate in inter and intra-grade visitation.

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.

- City Year provides support in small group instruction during math lessons
- 21st Century Grant program
- PBIS (a positive behavior intervention system) is implemented in the school to promote positive social and academic behaviors

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.

- Fair Student Funding
- Title I funding
- Title III
- Title IIA
- Century 21 Grant

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To create a safer and a more positive school culture/climate by modifying the Positive Behavior Intervention System

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.

- According to the Learning Survey teachers and parents felt a need for improved safety protocols for the staff and students.
- The survey also mentioned that students are coming to school with a lot of emotional, social and psychological issues hindering the student's academic performance, as well as social and emotional growth.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) staff and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- **PBIS Team will meet on a bi-monthly basis, facilitated by Dean**
 - **Assembly with grades K-5 to up-start the modified PBIS program**
 - **City Year involvement to run PBIS store and to support the implementation of the PBIS behavior matrix**
 - **PD on PBIS matrix with staff**
 - **Parent Workshop on PBIS matrix.**
 - **PBIS Team will analyze the P.S.112 PBIS survey and the Learning Environment Survey in order to measure our progress towards the goal and to take appropriate actions accordingly**
 - **Increase parental involvement through PBIS letters, PBIS class parties and awards.**
 - **Dean and Parent Coordinator will participate in Respect for all PDs**
 - **Class management discussions will be held during lunch and learn, extra preps and intra-visitations.**
 - **Classroom management best kept secret toolbox will be created.**

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.

PIP

- Parent workshops for PBIS
- Parent newsletters
- Parent volunteers
- Parent notifications are sent in English, Spanish, and Bengali
- Parents invited to assemblies that address positive behaviors
- Protocol for parent-school communication on behavior and attendance
- Parent handbook and Discipline Policy sent home

Strategies for attracting Highly Qualified Teachers (HQT)

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

Quality instruction is delivered by Highly Qualified Teachers. Recruitment to fill vacancies with Highly Qualified Teachers will encompass not only the use of the Open Market Transfer system, but also the use of Professional Group Forums such as NABE, NCTM, and NCTE.

To ensure that the current staff become highly qualified, there is on-going professional development that highlights best practices. Teachers in need of specialized certification will be given an opportunity to receive support in preparing for teacher certification exams. They will receive materials and partner with master teachers in preparation for certification exams. Teachers are encouraged to participate in inter and intra-grade visitation.

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.

- City Year provides support in small group instruction during math lessons
- 21st Century Grant program
- PBIS (a positive behavior intervention system) is implemented in the school to promote positive social and academic behaviors
- As a drug-free school, students participate in Project Share for violence prevention

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.

- Fair Student Funding
- Title I funding
- Title III
- Title IIA
- Century 21 Grant

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	18	18	N/A	N/A				
1	23	23	N/A	N/A				
2	21	21	N/A	N/A				
3	38	38	N/A	N/A				
4	32	32						
5	25	25						
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>City Year Support guided reading and strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>SES guided reading, strategy lessons, Achieve 3000 Method of Delivery-small group afterschool</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- guided reading and strategy lessons based on students' data with language objectives embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academic Intervention Services provided by Out of Classroom Personnel Method of Delivery-small group during the school day</p>
Mathematics	<p>City Year Support strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>SES strategy lessons, Achieve 3000 Method of Delivery-small group afterschool</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- strategy lessons based on students' data with language objectives in math embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academic Intervention Services provided by Out of Classroom Personnel Method of Delivery-small group during the school day</p>

<p>Science</p>	<p>City Year Support strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>SES strategy lessons, Achieve 3000 Method of Delivery-small group afterschool</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- strategy lessons based on students' data with language objectives in science embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academic Intervention Services provided by Out of Classroom Personnel Method of Delivery-small group during the school day</p>
<p>Social Studies</p>	<p>City Year Support strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>SES strategy lessons, Achieve 3000 Method of Delivery-small group afterschool</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- strategy lessons based on students' data with language objectives in social studies embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academic Intervention Services provided by Out of Classroom Personnel Method of Delivery-small group during the school day</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates Counseling intervention is also provided for those students who have been suspended. Conflict mediation sessions are conducted by the Dean/ Crisis Intervention Specialist.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments; behavior intervention plans, group discussions, teacher and school staff consultation; student interview, individual sessions</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values, etc.</p>

At-risk Health-related Services	Monitor students with asthma, diabetes, and seizures Administer medication
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PARENT INVOLVEMENT POLICY (PIP) PS 112Q

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, PS 112Q, is 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.

PS 112Q '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;

PS 112Q'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;

Ps 112Q 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

Ps 112Q, 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)OK

School DBN: 30Q112

School Name: P.S.112 Dutch Kills

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

P.S. 112 Q has been identified as a school in need of improvement for our low performance of our ELL subgroup in ELA and Math. Upon examination of 2010 – 2011 NYSTP ELA Aggregate Performance for Limited English Proficient students showed that out of 54 students in grades three through five, 9% scored at a level 3 or higher. In 2009 – 2010, out of the 36 ELL students tested, 17% scored at a level 3 or higher. Upon examination of 2010 – 2011 NYSTP Mathematics Aggregate Performance for Limited English Proficient students showed that out of 63 students who were tested, 25 % scored at a level 3 or higher. In 2009 – 2010, out of the 39 students tested, 38% scored at a level 3 or higher.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - We will address the needs of all types of learners including ELLs and Students with Disabilities by implementing small group instruction aligned to best practices based on the DOK rubric.
 - Teachers of ELLs will develop and implement lessons with language objectives that target English Language skills to acquire, interpret, apply, and transmit information for learning and personal use, based on appropriate levels of English proficiency.
 - PD with ESL teachers using language checklist
 - PD with ESL teachers on developing language objectives that support informational writing
 - Teachers of ELLs will design lessons with scaffolds that address Tier 2 vocabulary
 - Teachers will implement rigorous questioning techniques that call for students' higher order thinking
 - Long-term ELLs will be provided with Academic Intervention services in addition to their mandated units of service
 - Vertical ESL team and bi-weekly meeting
 - Lunch and Learn PDs will be used to develop our ELL teachers and to support the achievement of our ELLs
 - Teachers of ELLs will receive intensive PDs with Aussie's consultants to support the achievement of our ELLs

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10 percent of the Title I funds for professional development will be used in the following ways at P.S.112:

To improve the level of instruction across grades K-5, we are utilizing Danielson's Framework for Teaching rubric that articulates what effective classroom teaching looks like. This rubric is being used to guide our short, frequent cycles of classroom observation. This rubric is also guiding teachers in examining student work in their classrooms. In order to clarify what effective teaching looks like to teachers, and to provide effective feedback that makes "next steps" clear to teachers, we have been "unwrapping" both the CCLS standards and Danielson's rubric during PDs and grade conferences.

PD

In order to make ensure that we make instructional improvements necessary, we will conduct Lunch and Learns with teachers to provide professional development in multiple areas, such as Language Objectives, Scaffolding, Differentiation, Questioning Techniques, CCLS alignment, etc. In addition to PDs conducted by administration and Lead Teachers in the building, we also utilize 2 Aussie's consultants. One consultant is being used to support us in the development of our unit of study, as well as the CCLS Task in literacy. Another consultant is concentrating on supporting the staff in developing the teachers' abilities to differentiate. She is also working with teachers' to develop their questioning skills. Aussie's consultants are providing in-class support with specific teachers on the teachers' individual needs. Aussie's consultants are also providing individual teachers with feedback and next steps. Title I funding is being used for food for Lunch & Learns, Per Session for afterschool PDs, and for educational consultants.

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

We provide all our new teachers with teacher-mentoring, as per DOE mandates. In addition, by compiling our observation ratings on the 6 different competencies (of Danielson's rubric) on excel, we have begun to individualize our PD plan. As part of our teacher-mentoring program, we will provide individualized PDs according to each teacher's need (through one-on-one mentoring with administration & Lead Teachers, Lunch & Learns, inter-class visitations, Aussie's PDs and in-class support, and out of the building PD opportunities)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will notify our parents about school's identification for school improvement in an understandable and uniform format by informing parents of our school status in a language that parents can understand (as non-pedagogues.) We will also have the letters translated in the different home-languages of our students. In addition, we will provide Q&A sessions for parents as needed (with translators in all home languages) to answer any questions or concerns that parents may have.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/ Ada Orlando	District 30	Borough Queens	School Number 112
School Name Dutch Kills School			

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

Principal Mr. Rafael Campos-Gatjens	Assistant Principal Ms. Nayeon Naomi Hwang, I.A.
Coach Math - Ms. Maria Tzortzatos	Coach type here
ESL Teacher Ms. Eun Kyung Cindy Kim	Guidance Counselor Ms. Iris Manners
Teacher/Subject Area Ms. Donna Medley/Gr. 2 Teacher	Parent Ms. Nancy Zambrano
Teacher/Subject Area Ms. Kirsten Humphrey/ Gr. 3	Parent Coordinator Ms. Rosemary Suarez
Related Service Provider Ms. Jacqueline Webb/ SETSS	Other type here
Network Leader Ada Orlando	Other type here

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	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	499	Total Number of ELLs	115	ELLs as share of total student population (%)	23.05%
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Part II: ELL Identification Process

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

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

1.
The initial identification process of those students who may possibly be ELLs begins with the administering of the Home Language Identification Survey (HLIS). At the time of registration, the Pupil Personnel Secretary interviews parents to identify the preferred language for registration forms. At the same time, the ESL Coordinator conducts an informal oral interview of the student to determine the student's English language abilities. Qualified bilingual staff members are present to translate where necessary as well as to determine native language proficiencies. Our Parent Coordinator facilitates in Spanish. Our Parent Advocate facilitates in Bengali, and our fully certified ESL teacher facilitates in Arabic. The responses during the informal interview in conjunction with the written responses on the HLIS determine the student's LAB-R testing eligibility. The student is placed in a free-standing ESL class until entitlement has been determined. Once it is determined that a student's home language is a language other than English, the LAB-R is administered by a fully certified ESL teacher. The administration of the LAB-R takes place within the first ten days of the new student's enrollment. Students identified as ELLs as per the LAB-R, and whose home language is Spanish, are also administered the Spanish LAB by a fully certified teacher. Parents of entitled students are notified of their child's entitlement to receive services and invited to hear about different program options at a New Parent Orientation Meeting. The student's program placement for the year is contingent upon LAB-R results, parent choice, as well as current program availability. Students who have been identified as English Language Learners and identified on the "rler" eligibility report on ATS will be annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Testing will be administered by a fully certified teacher. Students are given the four modalities; Listening, Speaking, Reading, and Writing, in the appropriate test levels according to their grade levels. They are identified for continued entitlement of services based on the results of the NYSESLAT and identified on ATS on the "rler" eligibility report.

2.
P.S. 112 both respect and value the involvement of parents in all facets of educational process. We therefore make sure that our parents are well informed of the educational choices they have for their children. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This is filled out during registration after the Pupil Personnel secretary has determined the parent's preferred language. At the same time, an informal interview of the student is conducted by the ESL coordinator. As per the Aspira Consent Decree and part 154, new students entering the system who are determined eligible (according to HLIS) for Language Assessment Battery Revised (LAB-R) are screened, tested, and placed in an ELL program by a fully certified ESL teacher within 10 calendar days of admittance. When students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices in English, Spanish, and Bengali) to a parent orientation. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and Freestanding ESL Programs. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. Key pedagogues within the school community help facilitate translation and explanation of services. Our Parent Coordinator translates information and provides explanations in Spanish. Our Parent Advocate

translates and explains information in Bengali. Our fully certified ESL teacher facilitates in Arabic. Parents are given an opportunity to watch a video that explains program models in their home language and are also provided with brochures in their home language that explain the above program models. Parents are given the opportunity to visit classrooms to view the programs being offered. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. The parents are then given options to select what program their ELL child will participate in for the academic year 2011 - 2012 through the completion of the Parent Survey. Parents who have previously chosen a TBE/DL program are informed of when such a program would be made available. In addition to the two large-scale ELL Parent Orientations that were held in September of 2011, our ESL Coordinator, with the assistance of the Parent Coordinator and bilingual staff, conducts on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children. We will conduct an ELL parent meeting at least once every marking period.

3.

Parents being notified of their child's entitlement is a critical component of parental involvement. Parents of newly admitted students who are identified as entitled as per the results of the LAB-R are notified of entitlement and invited to attend an ELL Parent Orientation Meeting. Notices are sent home in English, Spanish, and Bengali. After parents have watched the orientation video as well as been informed of the structures of the three programs (Transitional Bilingual, Dual Language, and Freestanding ESL), they are given the Parent Survey and Program selection forms to indicate their preferred program choices. These forms are given to the parents in their home language whenever possible. The ESL Coordinator is responsible for keeping track of all newly admitted ELLs. Accurate record keeping involves parents' attendance or absence during ELL Parent Orientation, collecting Parent Surveys and Program Selection forms, and follow-up notices and communication records for those parents who were not able to attend the orientation meeting, forms are sent home in their native language and parents of those students are encouraged to make appointments with the ESL coordinator to discuss possible questions and receive assistance and explanations of the Parent Survey forms and Program Selection forms. If a form is still not returned, the default program for those ELLs is Transitional Bilingual Education as per CR Part 154. Students who are identified as requiring on-going ESL services as per the results of their NYSESLAT scores are given Continued Entitlement letters. Parents of these students return signed notices indicating that they are aware of the continued service their child is entitled to receive.

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

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

4.

ELLs in Free Standing English as a Second Language programs receive all instruction in English. Students identified as requiring ESL services are given placement letters for the school year. Students identified with the NYSESLAT are given Continued Entitlement letters and Continuation of Services letter in English, Spanish, Bengali, Chinese, or Arabic, where appropriate. Students who are identified by the LAB-R are informed of program placement until Parent Surveys and Program Selection Forms are collected and evaluated to determine year-long program placement. P.S. 112 firmly believes in honoring parent choice. Students of parents whose first choice is Freestanding ESL are maintained in current placement. Parents who choose TBE or DL programs meet with our parent Coordinator to discuss parental options. All communication and meetings with parents incorporate translation services in Bengali, Spanish, and Arabic. For low incidence languages, DOE translation services are utilized. In accordance with the individual student's results of the LAB-R and New York State English as a Second Language Achievement Test, students receive the mandated hours of ESL instruction. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. For 2011 – 2012 school year, P.S. 112 has a self-contained kindergarten class and a first grade class taught by fully certified ESL teachers. There is also a freestanding ESL class in kindergarten that is taught by a fully certified ESL teacher. All other grades (2nd, 3rd, 4th and 5th) have a push-in ESL model with fully certified ESL teachers providing all mandated hours of ESL services.

As in the past, P.S. 112 will continue to train teachers to use data to drive ESL, ELA, and content area instruction. Data will be collected from multiple assessments, including NYSESLAT, LAB-R & Spanish LAB, NYS ELA, NYS Math, Predictive Assessments, NYS Science, as well as school-wide mock assessments.

5.

After reviewing the Parent Survey and program Selection forms for the past few years, the trend in program choices that parents have been requesting is the Freestanding English as a Second Language Program. All the parents who attended the first two ELL Parent Orientation Meeting chose Freestanding English as a Second Language as their first choice. As a result, 19 out of our 26 newly admitted ELL's parents chose ESL as their first choice. None of the attending parents chose TBE or DL as their first choice. Notices

were sent to parents in English, Spanish, and Bengali to those who did not attend either of the first two orientation meetings. By default, parent choice for those parents who did not attend meetings or return Parent Surveys or Program Selection forms is Transitional Bilingual Education. The trend in our school for the past few consecutive years is that parents have consistently and overwhelmingly chosen ESL. As part of our data collection, programs offered in our school reflect this trend of parent choice.

6. The ESL programs in our school are aligned with the parents' requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	72	0	10	42	0	14	1	0	0	115
Total	72	0	10	42	0	14	1	0	0	115

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	10	8	21	14	10								74
Chinese	0	1	1	0	0	0								2
Russian														0
Bengali	8	5	2	6	5	3								29
Urdu														0
Arabic	1	1	0	1	2	1								6
Haitian														0
French														0
Korean														0
Punjabi	0	0	0	0	0	1								1
Polish														0
Albanian	0	0	0	1	0	0								1
Other	0	0	1	0	1	0								2
TOTAL	20	17	12	29	22	15	0	0	0	0	0	0	0	115

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.
 - a. All our English Language Learners (ELLs) receive language instruction through Freestanding English as a Second Language (ESL) program models. Freestanding ESL programs provide instruction in English, emphasizing English language acquisition. Students in freestanding programs come from many different native language backgrounds, and English is the common language among students. In kindergarten and first grade, students receive ESL instruction in Self-Contained ESL classes. ELLs are grouped together in one class for the entire school day and for all content instruction. In grades two through five, ESL services are provided using a Push-In model. A fully certified ESL teacher works with ELLs during content instruction. The ESL teacher and classroom teacher collaborate so as to align content area instruction with language acquisition and vocabulary support.
 - b. The program models used at P.S. 112 is Heterogeneous. Students are grouped in mixed proficiency levels.

2.
Organization of school staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our Freestanding ESL program model. ELLs in Free Standing English as a Second Language programs receive all instruction in English. In accordance with the individual student's results of the LAB-R and New York State English as a Second Language Achievement Test, students receive the mandated hours of ESL instruction. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA.

ESL students in kindergarten and first grade are placed in self-contained ESL classes whereby instruction is delivered by teachers who possess a Common Branch license as well as certification in ESL. ESL students in grades two through five are placed in classes taught by certified teachers who possess common branch licenses. Fully certified ESL teachers push into those classes in grades two through five to provide the mandated minutes of ESL instruction. According to NYSESLAT scores and the students' needs, ESL students are provided with ESL instruction by a Push-in, fully certified ESL teacher. These highly qualified ESL Push-in teachers will ensure that P.S. 112 meets the mandated hours of ESL services for all ELLs. ESL students on the beginning and intermediate English proficiency level will receive 360 minutes of ESL/week. ESL students on the advanced level will receive 180 minutes of ESL per week and 180 minutes of scaffolded

A. Programming and Scheduling Information

ELA instruction per week.

In order to maximize English acquisition for ELLs, the ESL classroom teachers and ESL push-in teachers will devote adequate time for collaborative planning. Push-in ESL teachers will have one articulation period per week with each of the classroom teachers that they work with. During the articulation period, ESL teachers and classroom teachers will discuss individual needs of ESL students and plan lessons/curriculum together. ESL and classroom teachers will deliver the lessons through a team-teaching model.

3.

Content area instruction is a critical component of language acquisition. Research shows that language proficiencies are closely related to academic language. Much of the academic language, or Tier 3 words are low-frequency words that are found mostly in content area lessons. Students in all grade levels have bilingual dictionaries available in the classroom. It is an easy reference and clarification tool. When reading texts on their own, students can look up unknown words and ensure their own comprehension. ESL Push-In services often take place during content area instruction and lessons for ELLs are scaffolded as individual students language levels are taken into consideration.

4.

English Language Learners need to be appropriately evaluated in their native language. Students who are proficient in their native language oftentimes develop proficient levels of English as well. There are a few tools the school uses in order to determine a student's native language proficiency. A student whose home language is Spanish is given the Spanish LAB when they first enter a New York City public school. The score of the Spanish LAB paints a clearer picture of language dominance. Students who speak a home language other than Spanish are interviewed by bilingual staff members to determine speaking abilities. Students who speak Bengali or Arabic, for example, are interviewed by teachers and staff who are proficient in those languages. Those students' verbal responses alongside the parent responses on the HLIS regarding previous schooling provide pertinent information regarding native language proficiencies.

English Language Arts will be taught explicitly in our ESL classes through Word Study, Shared Reading and Writing, Reader's & Writer's Workshop, and in the Science and Social Studies content areas through carefully planned lessons using various ESL strategies. ESL teachers and classroom teachers will work together to scaffold the lessons to meet the language needs of our ESL students. P.S. 376 follow TC Workshop model to improve literacy and use Everyday Math for quality mathematics instruction. We also utilize Harcourt Science, Scotts Foresman Social Studies, and the NYSTROM Map Champ Atlas to build academic language and knowledge in the content areas. Because our main objective for this year is to provide more Tier I and Tier II intervention for ELLs, we are also implementing Rigby's In Step Readers guided reading program for ELLs as a form of Tier I Intervention. In addition, an AIS teacher with ESL background is providing targeted instruction for our struggling ELLs and a highly qualified ESL teacher is providing intensive AIS for our SIFE this year. Newcomers are participating in Imagine Learning computer program to improve basic English language skills and all ELLs are invited to participate in Title III Afterschool and Saturday programs.

5.

Differentiated instruction is a critical component of ELL instruction. Students arrive at our school with diverse backgrounds and experiences. It is necessary to effectively assess students' prior knowledge in order to move forward in an appropriate level and manner to make language and academic progress.

a. Students with Interrupted Formal Education are students in grade 3 or higher who are at least two grade levels behind their age appropriate grade. These students need scaffolded instruction in order to help them bridge the academic gap between themselves and their peers. In order to best support the special needs of these students (in addition to the mandated 360 minutes of ESL), fully certified ESL teachers will provide intensive small group intervention 3 periods a week using Imagine Learning English. ESL AIS providers will support SIFE through an accelerated and explicit teaching of academic language. They will use Rigby's In Step Readers guided reading program to support them in small group settings with individualized attention to meet their special needs. Title III ELL Academy After School for SIFE and Saturday Academy. During the ESL AIS during the day and in Title III After School & Saturday Academy, students will receive native language support. There will be on-going assessments being administered to SIFE by all service providers so that targeted

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%	Page 32
75%	
50%	
25%	

A. Programming and Scheduling Information

b. ELLs in US schools for less than three years (Newcomers) are still navigating their way through a new environment and culture. Whenever possible, these students should be paired with school staff and resource people who know something about the students' culture.

B. Programming and Scheduling Information--Continued

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

8. Targeting intervention programs for ELLs is necessary to meet the specific needs of this population of students. Upon examination of standardized testing data, P.S. 112 is intent on providing abundant academic supports to our ELLs in all content areas. An analysis of the subgroup data for ELLs on the School Accountability report on New York START revealed that our ELLs are in need of further support to make academic gains. Therefore, In ELA, classroom teachers and service providers are using Focus Reading and Guided Reading for ELLs. School staff is closely looking at the Common Core Learning Standards, with special attention given to College and Career Readiness anchor standards. With a clear framework of what our students need to be able to be part of our productive future, we are able to take a closer look at grade-level goals with an overarching goal in mind. Here, we can pay close attention to Reading, Writing, Speaking and Listening, and Language standard. This is done with a language specific goal imbedded within Language Arts and ESL lessons. In Math, there is a separate ESL component that provides language-rich scaffolds with math lessons as part of the Go Math program. Special attention is given to content specific vocabulary and Tier II language that data reveals our students are lacking. We will be having Science Clubs that will be open to our ELLs with 2 to 4 years of service as we target skills and scientific knowledge, especially for our fourth graders. Science inquiry will involve not only content process, but rich language scaffolds as well. Our unique Social Studies through ESL program utilizes ESL specific strategies to teach Social Studies content. For our beginners, there are native language supports in Bengali, Arabic, and Spanish provided by a fully certified ESL teacher.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT involves a keen assessment of data. It is necessary for teachers to be aware of when their students reached proficiency levels. Students who are former ELLs within the past two years need academic support to transition to monolingual classrooms. These students receive intervention services from certified ESL teachers as well as their classroom teachers. These students receive special testing accommodations. In ELA, they are given time and half of the time limits for the test. In addition, they are read the Listening selection three times, not two. On the State Math test, former ELLs are given time and a half. They are also eligible to use bilingual word for word translation glossaries during content-area exams.

10. This year, for the 2011 – 2012 school year, we are introducing Go Math, Award Reading, Focus on Reading, Small Group Instruction, and Achieve 3000.

11. We will not be discontinuing any programs or services for ELLs.

12. ELLs are afforded equal access to all school programs. Invitations for Extended Day, After School, Clubs, Enrichment programs, etc., are distributed to all students, regardless of ELL status. If there is a limit on the number of spaces available, students are selected on a first come, first served basis. As a result, many of our ELLs are involved in Extended Day, SES, Liberty Learning, Tennis Club, Science Club, and Technology and Nutrition.

13. ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson. Smartboards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich

A Programming and Scheduling Information**B. Programming and Scheduling Information--Continued**

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Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

P.S. 112 Q does not have a Dual Language program.

Math:				
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D. Professional Development and Support for School Staff

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

1.
Professional development is critical for our community of educators. We believe it is necessary to stay in touch with the most up-to-date research as well as learning about best practices. Assistant principals, common branch teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators all contribute to the education of the whole child. As a result, we have a firm belief that we must be equipped with the current necessary tools to achieve that goal. To achieve that goal, P.S. 112 is committed to attending and providing professional development for our community of educators. School staff will attend related and relevant professional development sessions throughout the city. Within our school environment, there will be a minimum of 5 staff development workshops provided for the whole school staff during Professional Development, grade conferences, bimonthly ESL Vertical Team meetings and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Math Coach, and the Assistant Principal.

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

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

2.
Transitioning from Elementary school to Middle or Intermediate School can be challenging and intimidating, especially for ELLs. As a result, we will provide workshops where both students and parents are acquainted with the options available for middle school. We will have assemblies with presentations from the middle school about what they offer.

3.
As per Jose P. it is necessary for all staff (including non-ELL teachers) to receive 7.5 hours of ELL training. This will be done in the form of two sessions that will be led by the ESL Coordinator. There will be a sign-in sheet as well as a completion certificate after the completion of the closely monitored 7.5 hours of ESL training. A copy of the ESL certificate will be placed in each of the participating staff member's file.

E. Parental Involvement

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

1.
P.S.112 has a strong belief in parents as partners. We believe that there must be open communication between student, school, and parent and a student's success is facilitated by the combined efforts of all three parties. As a result, we strongly encourage parents to be involved in their child's education. Starting in September with Parent Orientations, Meet the Teacher, and Meet the Administrators, parents are

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2.
There are several Community Based Organizations that have partnered with P.S. 112 Q to provide further support and enrichment for our students. We are currently partnered with various Supplemental Educational Services organizations. Liberty Learning Lab, 21st Century, and NY Junior Tennis League provide services for our students.

3.
Parents needs are evaluated through open communication. There are forums to address questions and concerns during the Parent Teacher Association meetings. Further, there are parent workshops where parents provide feedback on the usefulness of the material covered. The most beneficial tool are the parent surveys that allow for anonymity and honesty.

4.
Our parental involvement activities address the needs of parents as they directly relate to current circumstances. Workshop topics involve real-life struggles and situations that parents can gain better insight and understanding. Not only is our intention to support student growth, but we highlight family support as well. The strength of a student's abilities will often fall in line with the strength of the family. We strive to be advocates for our students as well as their parents.

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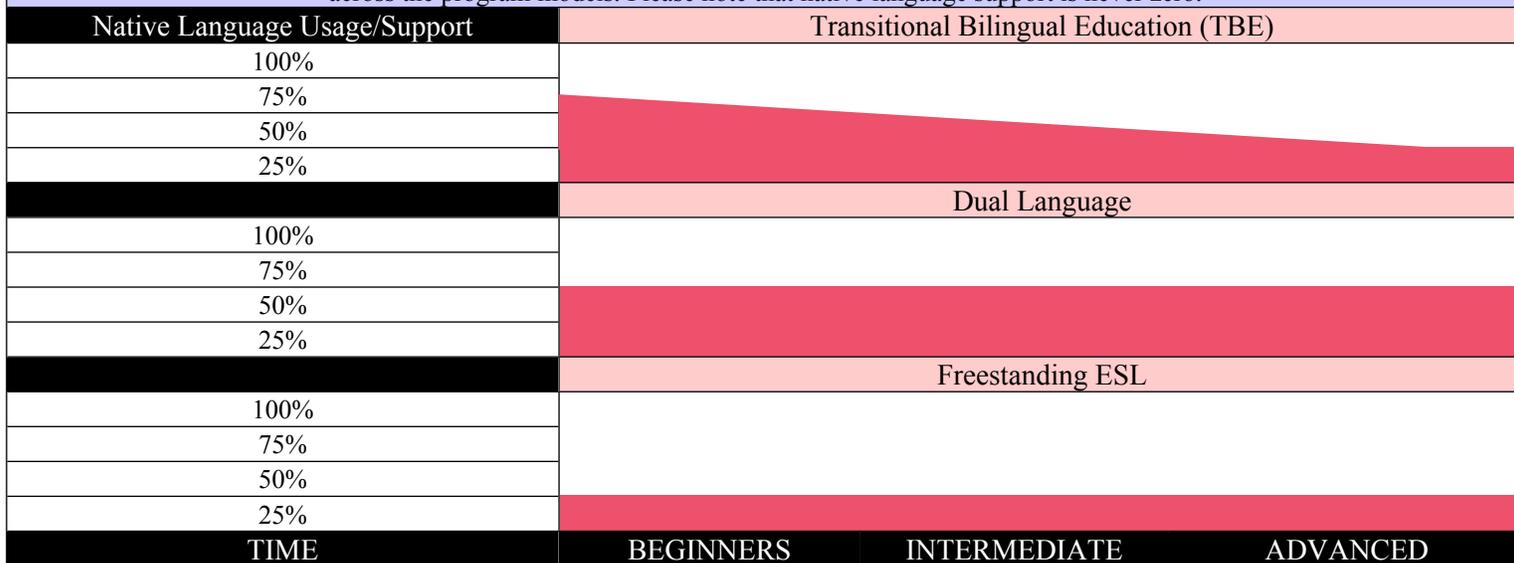
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8.

Targeting intervention programs for ELLs is necessary to meet the specific needs of this population of students. Upon examination of standardized testing data, P.S. 112 is intent on providing abundant academic supports to our ELLs in all content areas. An analysis of the subgroup data for ELLs on the School Accountability report on New York START revealed that our ELLs are in need of further support to make academnic gains. Therefore, In ELA, classroom teachers and service providers are using Focus Reading and Guided Reading for ELLs. School staff is closely looking at the Common Core Learning Standards, with special attention given to College and Career Readiness anchor standards. With a clear framework of what our students need to be able to be part of our productive future, we are able to take a closer look at grade-level goals with an overarching goal in mind. Here, we can pay close attention to Reading, Writing, Speaking

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT involves a keen assessment of data. It is necessary for teachers to be aware of when their students reached proficiency levels. Students who are former ELLs within the past two years need academic support to transition to monolingual classrooms. These students receive intervention services from certified ESL teachers as well as their classroom teachers. These students receive special testing accommodations. In ELA, they are given time and half of the time limits for the test. In addition, they are read the Listening selection three times, not two. On the State Math test, former ELLs are given time and a half. They are also eligible to use bilingual word for word translation glossaries during content-area exams.

10. This year, for the 2011 – 2012 school year, we are introducing Go Math, Award Reading, Focus on Reading, Small Group Instruction, and Achieve 3000.

11. We will not be discontinuing any programs or services for ELLs.

12. ELLs are afforded equal access to all school programs. Invitations for Extended Day, After School, Clubs, Enrichment programs, etc., are distributed to all students, regardless of ELL status. If there is a limit on the number of spaces available, students are selected on a first come, first served basis. As a result, many of our ELLs are involved in Extended Day, SES, Liberty Learning, Tennis Club, Science Club, and Technology and Nutrition.

13. ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson. Smartboards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich environments to enhance language learning for all subgroups. ELL students have access to content specific bilingual glossaries. They also have access to electronic translators to assist with Tier II and Tier III vocabulary. Classrooms are also supplied with baskets of books with titles in both the English and Spanish languages. We also have a library of books in both languages. We also have a library of books in both languages. We also have a library of books in both languages.

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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

C. Schools with Dual Language Programs

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

P.S. 112 Q does not have a Dual Language program.

D. Professional Development and Support for School Staff

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

1.
Professional development is critical for our community of educators. We believe it is necessary to stay in touch with the most up-to-date research as well as learning about best practices. Assistant principals, common branch teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators all contribute to the education of the whole child. As a result, we have a firm belief that we must be equipped with the current necessary tools to achieve that goal. To achieve that goal, P.S. 112 is committed to attending and providing professional development for our community of educators. School staff will attend related and relevant professional development sessions throughout the city. Within our school environment, there will be a minimum of 5 staff development workshops provided for the whole school staff during Professional Development, grade conferences, bimonthly ESL Vertical Team meetings and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Math Coach, and the Assistant Principal.

--September: Informative workshop on our school policy for identifying ELLs and our Language Allocation Policy.

--October: Assessing the language needs of ELLs in the 4 modalities.

--November: Literacy differentiated instruction and scaffolding techniques for ELLs aligned with Common Core State Standards.

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--October: Assessing the language needs of ELLs in the 4 modalities.

--November: Literacy differentiated instruction and scaffolding techniques for ELLs aligned with Common Core State Standards.

--January: Math differentiated instruction and scaffolding techniques for ELLs.

-February: using data, including midterm assessment and language checklists, to focus instruction and prepare ELLs for the NYSESLAT.

-March: Best Practices for ELLs Study Groups.

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

2.
Transitioning from Elementary school to Middle or Intermediate School can be challenging and intimidating, especially for ELLs. As a result, we will provide workshops where both students and parents are acquainted with the options available for middle school. We will have assemblies with presentations from the middle school about what they offer.

3.
As per Jose P. it is necessary for all staff (including non-ELL teachers) to receive 7.5 hours of ELL training. This will be done in the form of two sessions that will be led by the ESL Coordinator. There will be a sign-in sheet as well as a completion certificate after the completion of the closely monitored 7.5 hours of ESL training. A copy of the ESL certificate will be placed in each of the participating staff member's file.

E. Parental Involvement

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

1.
P.S.112 has a strong belief in parents as partners. We believe that there must be open communication between student, school, and parent and a student's success is facilitated by the combined efforts of all three parties. As a result, we strongly encourage parents to be involved in their child's education. Starting in September with Parent Orientations, Meet the Teacher, and Meet the Administrators, parents are encouraged to ask questions, explore, and immerse themselves in the various aspects of their child's academic development.

2.
There are several Community Based Organizations that have partnered with P.S. 112 Q to provide further support and enrichment for our students. We are currently partnered with various Supplemental Educational Services organizations. Liberty Learning Lab, 21st Century, and NY Junior Tennis League provide services for our students.

3.
Parents needs are evaluated through open communication. There are forums to address questions and concerns during the Parent Teacher Association meetings. Further, there are parent workshops where parents provide feedback on the usefulness of the material covered. The most beneficial tool are the parent surveys that allow for anonymity and honesty.

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4.
Our parental involvement activities address the needs of parents as they directly relate to current circumstances. Workshop topics involve real-life struggles and situations that parents can gain better insight and understanding. Not only is our intention to support student growth, but we highlight family support as well. The strength of a student's abilities will often fall in line with the strength of the family. We strive to be advocates for our students as well as their parents.

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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)	4	10	7	10	2	1								34
Intermediate(I)	5	6	3	10	8	1								33
Advanced (A)	11	1	2	9	12	13								48
Total	20	17	12	29	22	15	0	0	0	0	0	0	0	115

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	5	13	0	0	18
5	2	8	1	0	11
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			3						3
4	7		10		3		0		20

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		7		3		1		13
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
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1.
It is imperative that we assess the early literacy skills of our ELLs. P.S. 112 uses the Common Core State Standards baseline assessment with Common Core Learning Standards Performance Task rubrics. We assess reading levels through the use of Fountas and Pinnell reading assessments. In addition, we use language checklists to monitor and address language specific needs of our students. ELL students who are below grade level reading benchmarks will receive targeted instruction through small-group strategy groups. This is aligned with our school's instructional plan in that we need to address the specific areas of need for individual students. School staff is intent on developing instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution, rather flexible approaches that can be customized and adjusted for individual needs. Upon examination of the NYSESLAT Modality Analysis, it is evident that further tailored instruction needs to address Reading and Writing. There are 17 Advanced students in Listening and Speaking in grades K – 2 but only two Advanced students in Reading and Writing in those grades.

2.
Data patterns across proficiency levels on the LAB-R and the NYSESLAT reveal pertinent data that tailors programming and delivery of instruction. Most of our Beginner and Intermediate ELLs are in grades one, two, and three. As a result, those classes are receiving additional support to address Beginner needs. In grade four and five, most of our ELLs (25 out of 40) are Advanced. Students in those grades are receiving additional support in Reading and Writing, since it is within those modalities that they are not proficient. Overall, examination of data patterns enables teachers and support staff to target specific areas of need.

3.
Patterns across NYSESLAT modalities affect instructional decisions. P.S. 112 is committed to delivering instruction through small groups. Small groups are created based on student levels of various modalities. Instruction focuses on specific qualities of language modalities where identified students need additional help. Lessons are created and centered around specific needs. Students in the Reading/Writing Beginner group may be in the Listening/Speaking Advanced group. As a result, classroom teachers and ESL teachers know where the focus of their lessons should lie. Additionally, patterns across modalities also drive school-wide curriculum decisions. Looking at the data reveals that there needs to be greater focus and support in Reading and Writing.

4.
a. The pattern we see in our school are as follows:

- There is greater number of Advanced Students than Beginner or Intermediate students.
- The highest number of Beginners are in grades one and three.
- In grades four and five most of our ELLs are Advanced.
- There are only seven Beginner or Intermediate students in Listening/Speaking, but 49 Beginner or Intermediate students in Reading/Writing.
- There are 33 Proficient students in Listening/Speaking, but only two Proficient students in Reading/Writing.
- ELLs comprise the bottom one third of all students' overall testing proficiencies on standardized tests.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 112Q

School DBN: 30Q112

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafael Campos-Gatjens	Principal		10/26/11
Nayeon Naomi Hwang	Assistant Principal		10/26/11
Rosemary Suarez	Parent Coordinator		10/26/11
Eun Kyung Cindy Kim	ESL Teacher		10/26/11
Nancy Zambrano	Parent		10/26/11
Donna Medley/ Gr. 2	Teacher/Subject Area		10/26/11
Kirsten Humphrey/ Gr. 3	Teacher/Subject Area		10/26/11
Maria Tzortzatos	Coach		10/26/11

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Iris Manners	Guidance Counselor		10/26/11
Ada Orlando	Network Leader		
Jacquelin Webb/SETTS	Other <u>Related Service</u>		10/26/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q112 **School Name:** Dutch Kills School

Cluster: 4 **Network:** 412

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

Part A: Needs Assessment Findings

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

P.S. 112 both respect and value the involvement of parents in all facets of the educational process. We therefore make sure that our parents are well informed of the educational needs and services for their children. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) during registration. In Part 3, the Parent Information section of the survey, there are two questions that specifically ask parents about their preferred language for written information as well as oral communication. An evaluation of these responses enable us to reach out to a broader community of parents by making an attempt to communicate with them in their preferred language. Specifically, an evaluation of our students' families' preferred languages revealed that Spanish and Bengali were most common. As a result, written notices are translated into Spanish and Bengali. We utilize the Department of Education Translation Unit and in-house school staff to have documents translated in the appropriate languages so our parents are able to read and understand the documents being sent home. In addition, we make an attempt to provide interpretation services for parents who need assistance communicating with school staff. We have designated interpreters who are fluent in Spanish, Bengali, Arabic, Hindi, Urdu, Greek, Punjabi, French, Korean, and Chinese.

We want all our parents to be provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

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

Based on the Home Language Identification Survey, we find that our school has parents who speak two major languages other than English; Spanish and Bengali. Our smaller language populations speak Arabic, Punjabi, Urdu, Chinese, and Romanian.

In order for all our parents to have full access to the school and its staff, we need to consistently provide written and oral translations of all documents being sent home. In addition, we need increased oral translations during workshops, meetings, and Parent/Teacher Conferences.

Part B: Strategies and Activities

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

On a schoolwide level, notices are sent home in English, Spanish, and Bengali. Report Cards are sent home in English, Spanish, Bengali, Arabic, and Chinese. Parent meetings consistently provide opportunities for interpretations in Spanish, Bengali, and Arabic.

Individual teachers request letters to be translated into Spanish or Bengali.

Translations are completed by teachers, staff members, and parent volunteers.

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

Oral interpretation services are provided by teachers, staff members, and parent volunteers. We currently have qualified staff able to translate and interpret Spanish, Bengali, Arabic, Greek, Urdu, and Korean. For languages where school staff are not available, we utilize the Department of Education's Translation Unit.

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

In compliance with Section VII of Chancellor's Regulations A-663, P.S. 112 Q will

- * Provide each parent whose primary language is a language other than English with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. They will receive this information in their home language where available.
- * Post a sign indicating the availability of interpretation services in each of the covered languages in a conspicuous location near the main entrance.
- * Include in the school's safety plan the procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- * Ensure that if there are parents of more than 10% of children who speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- * Inform parents of the Department's website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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:

Our school believes that a student's success depends heavily on parent involvement and parental support. As a result, we believe that there is value in conducting a program designed for students and their parents. The Title III After-School Program at P.S.112 will provide English Language Learners with academic support. Our "Parents as Partners" program will focus on kindergarten and first grade students. There will be one class for each grade, servicing students and their parents with learning sessions targeting early childhood literacy skills. The facilitator will conduct sessions on school readiness, positive learning and studying habits, and specific sessions targeting listening, speaking, reading, and writing language acquisition skills. Sessions will take place on Mondays and Wednesdays for an hour and a half for each session.

Dates: 01/23/12 - 04/25/12

Target Population: Grades K and 1 ELL students and their parents

Number of classes: 2 classes; each taught by an ESL certified teacher

Language of Instruction: English

Total # of sessions: 24

Hours per session: 1.5

Targeted skills: Early childhood literacy skills

Materials: Getting Ready for the NYSESLAT and Beyond & Level appropriate trade books

Rationale:

Research shows that brain functions are stronger and more alert in the morning so that students are better able to process material. Children wake up fresh and ready to start the day. As a result, we believe that a Before-School program will yield positive learning results. The Title III Before-School Program will target grade-specific academic language strategies for listening, speaking, reading, and writing. There will be one class for each grade from grades two through five. Sessions will take place on Mondays through Thursdays for forty-five minutes each morning. Teachers will focus on developing Tier 2 vocabulary and comprehension in language acquisition. Tier 2 words represent the more sophisticated vocabulary of written texts. Mature language users use such words with regularity, but students encounter them less frequently as listeners. As a result, these words are unknown to many of our learners. Because of their lack of redundancy in oral language, tier 2 words present challenges to students who primarily meet them in print. Additionally, students will be given an opportunity to practice skills necessary to tackle the NYSESLAT.

Part B: Direct Instruction Supplemental Program Information

Dates: 01/23/12 - 05/03/12
Target Population: Students in grades 2 - 5
Number of classes: 4 classes; 1 for each grade, taught by content area teachers
Language of Instruction: English
Total # of sessions: 52
Hours per session: .75
Targeted skills: Developing Tier 2 Vocabulary and Improving Language Skills through academic language
Materials: Level appropriate nonfiction books and "Getting Ready for the NYSESLAT"

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:

Rationale:

We believe that good teaching comes from advanced preparation. Professional Development for all Title III Program teachers will receive training. We will conduct professional development during the bi-weekly ESL Vertical Team meetings as well as one meeting after school. Professional development will be provided by the Assistant Principal, ESL Coordinator, and ELL Support specialists.

Topics will include:

- Getting to Know Your Students – Looking at data to identify individual ELL student needs and their appropriate stage of language acquisition
- Universal Design for Learning and Depth of Knowledge
- Good Questioning Techniques
- Best Practices of Successful ESL Programs
- Title III materials overview and planning (after school)
- Examining the NYSESLAT
- Looking at trends and item analysis of past NYSESLAT exams

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:

Rationale:

P.S. 112 both respect and value the involvement of parents in all facets of the educational process. We therefore make sure that our parents are well-informed of the educational needs and services for their children. An evaluation of our students' needs enables us to reach out to a broader community of parents by making an attempt to communicate with them in their preferred language. Specifically, an evaluation of our students' families' preferred languages revealed that Spanish and Bengali were most common. As a result, all Parental Engagement Activities will be conducted in English, Spanish, and Bengali. Parent Workshops will be conducted on an on-going basis throughout the year. Workshops occur during the school day and after school so as to reach a wider range of parent groups. Workshops will be conducted by the Assistant Principal, ESL Coordinator, Parent Coordinator, SES staff, and the Dean.

Topics to be covered include:

- Accessing and using ARIS
- SES and available programs
- 21st Century, Technology, and Support for Parents and their children
- Parents as Partners – Homework Help
- Getting Ready for the NYSESLAT
- How to deal with Bullying
- Survival English – Navigating the NYC Public Schools System
- Parent – Student Art Workshops; Art Making activities to encourage language development through the arts.
- The Importance of Reading with Your Child

Part E: Budget

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

Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	<u>9865.30</u>	<u>9865.30 - Per Session</u>

Part E: Budget

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

Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		-2 tchers After School; M, W 1.5 hr (24 sessions) <u>\$3022.56</u> -4 tchers Before School;M-Th .75 hr (52 sessions) <u>\$6548.88</u> 7 teachers planning session; 1 hr <u>\$293.86</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>4002.70</u>	<u>4002.70 - Instructional Teaching Materials</u> <u>Award Reading K Text Set - \$1455.00</u> <u>Getting Ready for the NYSESLAT - Grades k - 5 \$2547.70</u>
Educational Software (Object Code 199)	<u>0</u>	
Travel	<u>0</u>	
Other	<u>0</u>	
TOTAL	<u>13868</u>	