



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 112 THE BRONXWOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X112

PRINCIPAL: SUSAN A. BARNES EMAIL: SBARNES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Susan Barnes	*Principal or Designee	
Charles Flisser	*UFT Chapter Leader/SPED Teacher	
Carla White	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Christine Snipe	CBO Representative, if applicable	
Aine Sia	Member/Teacher	
Nicoletta Zambardino	Member/Teacher	
Stephanie Coletti	Member/Teacher	
Patricia Fox	Member/Teacher	
Keisha Saunders	Member/Teacher	

Luz Mercado	Member/Parent	
Cheeva Coleman	Member/Parent	
Susie Wigfall	Member/Parent	
Doris Joya	Member/Parent	
Zaina Martinez	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 11x112 will establish a Response to Intervention Team; the RIT team will define policies and procedures that outline a protocol for identifying and supporting students by ensuring that interventions are matched strategically to student academic and behavioral needs thus increasing student progress and academic performance on the Performance Series assessments.

Comprehensive needs assessment

P. S. 112 will have a documented RTI process in place that outlines RTI protocol for: conducting meetings, sorting and resorting students into one of three tiers, progress monitoring, communicating with and involving teachers, parents and related service providers, prescribing, assessing and tracking interventions.

The team will identify study and support the needs of identified at risk students. The list of individual students being focused on will be updated regularly and kept on file.

Instructional strategies/activities

- The RTI team will be represented at three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff. The training will develop capacity in the following areas:
 1. Individual teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.
 2. Implement evidenced-based practices and/or interventions shown to be effective and validated for ELL's and students with special needs.
 3. Identify students who fall below the established cut-point or benchmark using progress monitoring.

Strategies to increase parental involvement

- The school will put into operation- programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

Pre K program that focuses on improving the oral language abilities and emergent literacy skills to ensure a successful transition to the lower elementary school grades

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated

below:

- Professional instructional materials to support curriculum development during the regular school day.
- Supervisor per session and Teacher per session for after school programs and differentiated professional development.
- Instructional materials and software for use during the day school and extended day programs
- Staff development aligned to the Common Core State Standards

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

- By June 2012, there will be an increase of 6% in students with disabilities for one year's progress average change in student proficiency for level 1 and 2 in ELA through the establishment of collaborative inquiry work focused on our Students with Disabilities (SWD).

Comprehensive needs assessment

- After analyzing our School Accountability report the School Leadership Team (SLT) determined that we did not meet our Performance Index for our Students with Disabilities (SWD) that tested in ELA. In conjunction with the progress report the SLT reviewed the Quality Review report and determined that the SWD are the target population for our Extended Inquiry Work. The SLT maintains that an increase by 6% for SWD will decrease our levels 1 and 2. This percentage is subject to change once we receive our actual data report from Central.

Instructional Strategies/Activities

- Contract for Excellence (C4E) allocations will help reduce class size in grades K-3. At risk students will be able to attend extended day programs. Paraprofessionals push into the classroom to assist in small group instruction. Weekly professional development will be ongoing for all grades. Topics will vary from analysis of data, training for new reading programs, technology training and sharing descriptive and constructive information on how to improve student achievement as we incorporate New York state standards. In addition, professional development will be ongoing throughout the year in the areas of analyzing data, both formative and summative assessments, portfolio maintenance, collating of assessment binders, M-class administration, SCANTRON administration small group instruction, vocabulary expansion, and effective literacy centers.

Strategies to increase parental involvement

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

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Nutrition Education-12 week program
- Intervention Fair
- Children's Health Issues
- National Volunteer Week
- Family Night
- Informational Meeting-Extended Time
- School Assemblies
- Girl Scouts
- Computer Classes
- School Leadership Team
- Parent/Teacher Conferences
- Parent Coordinator Workshops:

- Open House
- School Psychologist workshops on SESIS
- Literacy/Math Coach workshops for Parents of SWD

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Supervisor per session and Teacher per session for after school programs and differentiated professional development.
- Instructional materials and software for use during the day school and extended day programs
- Staff development aligned to the Common Core State Standards

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

By June 2012, the whole school Attendance Rate will improve by at least 5% as measured in the school's Annual Attendance Report.

Comprehensive needs assessment

- After reviewing the Cumulative Absence Report (RCUA) as generated by ATS, the SLT determined that we will continue to promote good attendance by maintaining ongoing dialogue between the Attendance Committee. By June 2012, PS 112 will implement a program to motivate the attendance of all students at day school by improving every learning opportunity.

Instructional strategies/activities

- P.S. 112 will create an Attendance Plan that will:
 1. Assess the academic needs, interests, preferences, and abilities of all students.
 2. Meet regularly with network Attendance Directors and the school Attendance Team.
 3. Target meetings and communicate often with parents.
 4. Offer incentives for good student attendance.
 5. Consist of Administrators, Teachers and student support staff to monitor student attendance, implement incentives, contact parents and create a plan to increase the attendance of all students.

Strategies to increase parental involvement

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

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

Progress will be monitored based on attendance logs from these events to monitor increase in parental involvement. Agendas will be collected from September 2011-June 2012. Data will be reviewed quarterly to assess progress and modified to meet our goal of 3% increase.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Principal's Monthly Newsletters
- Parent Volunteers to Monitor Extra Curricular Activities
- School Assemblies
- School Leadership Team
- Parent/Teacher Conferences
- Parent Coordinator Workshops
- Holiday Concert
- Holiday Talent Showcase
- Parent Book Club
- Intervention Fair
- Children's Health Issues
- National Volunteer Week
 - Spring Dance
- Field Day
- Family Night
- Informational Meeting-Extended Time

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Supervisor per session and Teacher per session for after school programs and differentiated professional development.
- Outreach to students and families to improve attendance

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

By June 2012 administrators will engage in four short cycles of classroom observation for all (100%) classroom teachers, articulating clear expectations for teacher practice as evidenced by informal observation reports

Comprehensive needs assessment

- After analyzing our progress report the SLT determined that teachers have monitored and modified instruction to meet the needs of every child in the classroom. Therefore, it is realistic to determine that there will be an 8% increase in one year progress from 48.5% to 55.9%. Also, the School Leadership Team (SLT) determined that interim measures will be needed for grades K-2 and 3-5, in order to guarantee this increase in student progress.

Instructional strategies/activities

- Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness and addresses individually identified teacher goals and school goals. Coaches and Administrators will engage in network professional development opportunities focusing on teacher effectiveness, Danielson and shared expectations around looking at student work and implementation of the CCLS.

Strategies to increase parental involvement

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

Our students for whom an extension of services is being sought, will be given the following intervention strategies, in order to better assist them in this school year, 2011-2012.

- Out of classroom support staff push-in during the Balanced Literacy block, to provide small group instruction in literacy.
 - Paraprofessional support
 - Supplemental Educational Services and/or test preparations and other Academic Intervention Services are offered.
 - Extended-day focuses on literacy skills and test preparation.
 - Parents and the community are given copies of the testing calendar.
 - Parents are offered literature and workshops to guide them in our ongoing home-school community partnership endeavors. Translations are provided to enhance communication.
 - Parents and community volunteers are asked to assist where needed, and whenever possible, before, during, or, after school hours.
 - Ongoing professional support and continued access to pertinent instructional materials that are particularly helpful to second language learners and Students With Disabilities.
1. Instruction by highly qualified staff.
All classroom teachers, out of classroom teachers, clinicians, and paraprofessionals are given 10 hours of staff development in
 - a. Overview of Special Education strategies
 - b. Review of PRIM/ Respect for All/ S.T.O. P.P. Strategies/ S.E.S.I. S.
 - c. Common Core Learning Standards and Chancellor's Regulations
 - d. Educational Rounds
 - e. RTI Team/ PPT Team
 - f. Differentiated Instruction
 - g. Formation of Integrated Co-Teaching Services classes

Budget and resources alignment

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ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012, students grades PK-5 will be engaged in at least one literacy and one math task that has multiple entry points for all learners and which are embedded in a rigorous curriculum unit aligned to the Common Core as evidenced by individual student portfolios.

Comprehensive needs assessment

- Teachers will identify or create a Common Core-aligned task bundle which incorporates rigorous student work that is accessible to all learners.

In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, PreK-2-Written response to informational texts through group activities with prompting and support. Grades 3-5-Written analysis of informational texts. In Math, the curriculum unit will be aligned to the overall standard of practice. Students in all grades will be engaged in a cognitively demanding mathematics task that requires them to demonstrate their ability to model and/or construct and explore the reasoning behind argument to arrive at a solution.

Domain of focus: PK-K operation and algebraic thinking
1 – 2 Number and operations in Base Ten
Gr. 3 Operations and algebraic thinking
Gr. 4 -5 Number and operations-Fractions

Instructional strategies/activities

- Grade conferences and department meetings will secure the creation, implementation and collaborative understanding of these tasks.

Planning teams will participate in network sponsored P.D. to support aligning CCLS and rigorous student work for all students. Professional Learning Teams will plan for PD with grade teams supporting, creating and implementing task bundles and their assessment component.

Coaches and administration will support their teachers on implementing the aligned task bundles with their classes.

Grade conferences and department meetings will help to secure the creation, implementation, and collaborative understanding of these tasks.

Strategies to increase parental involvement

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

2. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State’s student academic standards.

Public School 112 plans staff development around the needs of the teachers as well as district and state mandates. Professional Development is mandated for all staff members. Teachers receive professional development from school based literacy teams, ESL instructor, Literacy Coach and members of Network 534. High-quality and ongoing professional development are aligned with the Common Core Learning Standards. We will use effective methods and best practices that are founded on scientifically based research, and that: strengthen core academic programs: provide enriched accelerated curriculum: increase the amount of quality learning time. We will provide extended school day and after school programs. We will fine tune strategies for meeting educational needs of historically underserved population.

These programs are consistent with, and are designed to implement local and state inclusion plans.

Topics of instruction include:

- Balanced Literacy
- Point of Entry Model
- Differentiated Instruction
- Formal and informal Assessments

- Comprehensive Mathematics
- Danielson's Model -The Principles of Learning
- Using Data to Drive Instruction
- ESL Methodologies and Strategies
- NYSESLAT
- M-CLAS Assessment
- SCANTRON Assessment
- Science and Social Studies Curriculum
- Second Language Acquisition
- Case studies
- ACUIITY and ARIS Systems
- ST Math
- S.E.S.I.S.
- Portfolios and Binders

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Supervisor per session and Teacher per session for differentiated professional development.
- Staff development aligned to the Common Core State Standards

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: Consultant	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	14	N/A	N/A	4	3	0	4
1	23	26	N/A	N/A	10	2	0	4
2	40	46	N/A	N/A	30	8	0	16
3	71	62	N/A	N/A	15	3	15	23
4	49	41	15	35	20	4	9	12
5	56	66	6	40	10	2	40	8
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: Fletcher's Place	Phonics-based program geared toward Pre-K, K & 1 students utilizing whole class and small group instruction during the school day
RTI (Response to Intervention)	Strategies implemented in grades K-3 for small group and guided instruction during the school day.
Great Leaps	Fluency program for K-5 students utilizing a one-to-one approach during the school day.
Soar to Success	Reading intervention program for grades 3-5 students used in conjunction with classroom instruction in reading and language arts. Pull-out/small group approach to accelerate learning for students who experience difficulty in reading during the school day
Kaplan Essentials	Test strategy leveled program for students in grades 3-5, incorporating differentiated instruction in small groups during the school day
Options Just Right Reading	Intervention program for students in grades 3-5 which provides skill instruction and practice for small groups during the school day
Acuity Skills Practice	Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day

Extended day tutorial, Test prep	Practice strategies and skills in small groups after school
Mathematics: Great Leaps Everyday Math Options for Individualizing Everyday Math Games Kaplan Essentials Acuity Skills Practice ST Math	Facts based, timed program for students in grades 3-5 utilizing one-to-one approach during school hours Supplemental strategies for grades 1-5 students to support needs in specific skills working in small groups during the school day Fun approach for grades K-5 students devised to increase math skills in small groups during school day Test strategy leveled program for students in grades 3-5 to increase math skills in small groups during the school day Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day Integrated instructional software research proven comprehensive grade level math program. This program will assist grades 3-5.
Science: Test Prep MYON	Hands on program focusing on scientific explorations for the ELL population after school hours Scientific Research based assignments utilizing technology for Grade 3 students.
Social Studies: Small group-after school (ELL)	Document based test prep program for the ELL population after school hours.
At-risk Services Provided by the Guidance Counselor: Small group- before school	Individual and small group counseling as needed before and during school hours.

At-risk Services Provided by the School Psychologist:	Individual intervention as needed during school hours.
At-risk Services provided by the Consultant	Individual and small group intervention 3 times a week.
At-risk Health-related Services: Asthma clinic	Individual and Small group during school hours.

PARENT INVOLVEMENT POLICY (PIP)

PS 112 x agrees to implement the following statutory requirements:

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

1. PS 112x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 School actively involves parents in teaching and learning as members of School Leadership Team, as resources in the school and as tutors in school programs. Through a newsletter printed in English and Spanish as well as a bilingual telephone message service and hotline parents can find out about current events at the school. To help families deal with the many external pressures that have an impact on school achievement the school offers the assistance of our bilingual parent coordinator, bilingual family worker, health intern, guidance counselor and SBST all of whom can provide support and referrals to community-based organizations.

2. PS 112x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: learning walks, Quality Review, collaboration and consultation of the CEP, PTA/principal meetings, human resources committee, and development of parent/community workshops,

3. PS 112x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 Open House
 Pre- K Parent Meetings
 Nutrition Education-10 week program
 Holiday Concert
 Talent Showcase
 Parent Book Club
 Reading Workshop (Pre-K, K and 1st grade)
 Children's Health Issues
 National Volunteer Week
 Fashion Show
 Family Mall Activities
 Hispanic Heritage
 Getting Your Child Ready for the ELA
 Family Night
 Informational Meetings
 Intervention Fair
 Breast Cancer Awareness
 Open Mike Night/ Poetry Slam

4. PS 112x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Reading First, Even Start, Letter People, Fletchers' Place, and State-operated preschool programs], by: (List activities.) N/A

5. PS 112x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if

necessary (and with the involvement of parents) its parental involvement policies. The PTA will develop and circulate a Parent Needs Survey in English and Spanish. They will collect, evaluate and prioritize the community's needs. This information will be reported to the full School Leadership Team at a meeting prior to the writing of the CEP. A sub-committee of parents and teachers will be formed to write that section of the CEP. An action plan will be developed for its implementation. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

6. PS 112x will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

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

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- continuing Family Nights
 - International Luncheons
 - Family Mall
 - Oral History Project
 - Senior citizen outreach
 - School Leadership Team and sub-committees
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of
- EDM Home Links/ Study Links
 - Family letters
 - Family Mall
 - Parent Volunteers
 - Family Worker
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parent Monthly Newsletters and Calendars
 - Informational bulletins from the region and chancellor about upcoming events
 - Principal's monthly newsletters and calendars that are sent home.
 - Flyers of in-house and/or community programs regarding workshops, classes for children and adults, health clinics in the school and/or in the community – all flyers pertinent to the well-being of the family will be translated in the home languages of the students.
 - Notes sent home to parents from the school, classroom teachers, school nurse, and administration.
 - Field trip reminders.
 - Family Mall
 - Directions for completing projects, assignments, homework, and classwork concerns.

- The teachers' comments and/or observations can be recorded in the home language on the student's report card.
- These translations will be provided by in-house school staff.
- Bilingual Parent Coordinator and Family Worker
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

SCHOOL-PARENT COMPACT

PS 112X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012. The school-parent compact will be distributed to parents during parent-teacher conferences in November 2011. An annual review of the school-parent compact will be conducted on May 10, 2012.

School Responsibilities

P.S. 112 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Participate in all regional educational initiatives

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

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Student Responsibilities

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

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT(S)

DATE

DATE

DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _11X112_____ **School Name:** _____PS 112- The Bronxwood School_____

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.

PS 112 is a Restructuring School Year 4 advanced comprehensive. It is in good standing for Science and Math. We are cited for SWD and ELLs in ELA. A review of our state data indicated that many of the general education students are performing at or above state standards (Level 3) in English Language Arts and was performing at or above state standards in mathematics. Our Science scores are grade level for all students. We did not meet our AYP for targeted students in ELA or Math. The findings of our JIT Review: There is limited evidence of SE written curriculum for classroom instruction. Inadequate Space, inadequate instructional resources, There is an overall expectation for student achievement. There is a school wide behavior plan.

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.

The following intervention strategies in order to better assist them in this school year, 2010-2011:

- *Clusters and out of classroom staff will push –in during the Balanced Literacy block to provide small group instruction using Kaplan and the six traits of writing.*
- *Focusing on the process of writing using sentence starters, writing prompts and visual/graphic organizers-smart boards, computers and listening centers.*
- *Extended day and Saturday programs will focus on writing, literacy and test preparations using strategies to guide writing followed by 1 to 1 conferencing to identify student needs.*
- *A multi-sensory approach to reading for students with gaps in their decoding and writing skills.*
- *Programs include Great Leaps, Options, Triumph and Wilson Orton-Gillingham. Articulation periods are scheduled to plan instruction and discuss student progress. Small and whole group instruction.*
- *RTI strategies will be used to help monitor student success*
- *Support staff will pull out and push in to work with students on their level individually and in small groups to help students develop their writing skills through the content areas.*

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.

These funds are used to help remove our school from the school improvement list. Professional Development would include the CCLS, RTI and the Charlotte Danielson domains. Teachers are immersed in the work around their subject areas. Consultants are available to support this professional development through our network and outside agencies.

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

First and second year teachers are provided with mentoring from network supports, Coaches and Lead teachers and administration. They spend fifty minutes a week working collaboratively with a school based literacy teams. High quality and ongoing PD is aligned with the CCLS.

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

A special meeting will be held to inform parents and the community of the schools status. The school report card and the school status will be published and posted in the school. Letters in regard to the school accountability and status will be backpacked home and the parent coordinator and the principal will meet with any parent that might have questions or concerns.

**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 D.Maldonado/Waxman,Colavito	District 11	Borough Bronx	School Number 112
School Name The Bronxwood School			

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

Principal Susan Barnes	Assistant Principal Adrienne Rattray
Coach Elizabeth Harris	Coach type here
ESL Teacher Sharon Burton-Lofton	Guidance Counselor Madelon Kendricks
Teacher/Subject Area Stacie Clement	Parent Carla White
Teacher/Subject Area Debra Amodio-Hunker/Math	Parent Coordinator Glenda Sierra
Related Service Provider Charles Flisser	Other Ceevah Coleman
Network Leader Ben Waxman	Other Luz Mercado

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	484	Total Number of ELLs	30	ELLs as share of total student population (%)	6.20%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

1. Ell Identification Process

English Language Learners (Ells) are identified in our school thus:

When parents come to P.S. 112 to register their children, they are given a packet which includes the H.L.I.S. (Home Language Identification Survey). After the H.L.I.S. is filled out by the parent, the experienced, licensed, bilingual pupil accounting secretary and the licensed, tenured, multilingual E.S.L. teacher, screen the students, (as the H.L.I.S. is for and about the student, not the parent). The teacher examines the H.L.I.S. to determine if the student should be administered the LAB-R (Language Assessment Battery-Revised). If only English is checked off and there is doubt on the part of the E.S.L. teacher, especially in a case where both parents were born in a country where the first language is not English and they, the parents cannot communicate with school personnel in English; then, an informal interview in English and the native language is conducted to determine the language proficiency of the student, in the initial assessment stage. If the E.S.L. teacher makes the determination that the LAB-R is to be administered, (this which is done only once in the student's educational career); then, the student gets the LAB-R within the first ten (10) days upon entry to the school. If the score is at, or below, the applicable 'cut-off' score as determined by one's grade, then the student is placed at the Beginning, Intermediate or Advanced level of English, according to the score and is thereafter administered the Spanish Lab (where applicable).

The Language Assessment Battery (short form) in Spanish, is administered once in the child's academic career, to determine his/her level of Spanish. For students in Grades Kindergarten to 2, a Speaking and Listening Comprehension test is administered. Students are asked to point to items and/or answer questions based on a picture of a classroom. In addition, students in Grades 1 and 2 are given pictures and words or sentences to match to check their ability to read in Spanish. Students who are being assessed in Grades 3 to 5, here at P.S. 112, on the Spanish L.A.B., are given the short form as well, but are only assessed in Listening Comprehension and Writing.

When all grades are examined, the raw scores are matched to a percentage and a determination as to the strength of the child's first language, Spanish, versus the second language, English, is made. Spanish L.A.B. scores are NOT used to determine entitlement under CR Part 154.

If the student is a transfer-in from another school, then the child's exam history is checked (HISE) on the ATS to verify eligibility for E.S.L. If a child is eligible, the parent is then contacted by phone and in writing; announcements are made at PTA meetings and school events, by the administration, E.S.L. teacher and the (bilingual) parent coordinator, for them to come in for an orientation/E.S.L. informational session at the school. The principal also sends out in her monthly newsletter to parents, a notice in English and Spanish, giving information about the meeting, while indicating the importance of their attendance.

Throughout the school year, Ells are prepared by the E.S.L. teacher as well as by their regular classroom teachers and support personnel, for the exit exam for the program, the NYSESLAT (New York State English as a Second Language Achievement Test),

which takes place in the spring of the school year. The ATS (Automate the Schools) system is checked for NYSESLAT eligibility, using the RLER (Revised LAB /NYSESLAT eligibility roster). The NYSESLAT was developed by the New York State Education Department to measure the progress of English language skills in listening, speaking, reading and writing and determine proficiency levels (beginning, intermediate and advanced). Understanding NYSESLAT scores helps administrators and educators maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ELL services. However, they also help educators determine ELLs' English language proficiency levels, allowing them to place ELLs in programs that best fit their needs; plan strategic homogeneous linguistic groupings; determine how much instructional time should be spent in the native language and English (as part of the city L.A.P.); and, determine the most suitable amounts of English as a Second Language and English Language Arts (ELA) instructional time. Classroom teachers are given books, professional development and supporting documentation, to assist in ensuring that our ELLs are prepared for this exam. A team of support staff assists the E.S.L. teacher in the administration, scoring and packaging of the exam and ensures that each child during the administration, receives individual attention. IEP mandates are executed for our special population of ELLs, throughout the administration of the NYSESLAT. All four components: speaking, listening, reading and writing, must be administered to ALL ELLs by our team in the school. The speaking exam, administered individually is first; and each child is given the time allotted to answer questions set by the New York State Education Department, while looking at a test booklet entitled "Speaking". The scores are hand-written on a temporary sheet given to the school in our Administrator's Manual and thereafter transcribed onto the back of the Writing/Speaking grid which is submitted for feedback to the State Department of Education. The listening and reading sections are administered in small groups, with a Coordinator or E.S.L. teacher reading the questions to the students. The writing sections, is the last area to be administered and submitted.

This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5 6 7 8 9 10 11 12

Check all that apply

As previously stated, parents of new ELLs are contacted to come in for an orientation session at the school, as soon as testing is completed and eligibility is determined. For those who came in new to the system and were administered the LAB-R and tested out, a list of their names is created and 'Non-Entitlement' letters are sent out to their parents. Returning ELLs' parents are sent 'Continuing Entitlement' letters and are also encouraged to attend the orientation session to refresh their minds about the program and/or for further clarification. (For those who tested out in the spring of the previous school year, 'Non-Entitlement/Transitional' letters are sent to parents; and teachers are made aware of their transitional status, including continued eligibility for Title 111 and A.I.S. programs; and, extended time/special modification exam requirements for two(2) continuous academic years). If these parent notification documents are not signed and returned to the school, then further contact is made by the E.S.L. teacher until they are.

Administration, support personnel, the parent coordinator, the parent/teacher association president and the E.S.L. teacher are among some of the in-house personnel in attendance at the orientation meeting. Support personnel from the school include, but is not limited to, the school's psychologist, media specialist, literacy coach, occupational, physical and speech therapists, as all have a role to play in the overall development of our children at P.S.112. The parent orientation session which usually lasts approximately 2 hours, begins with administration welcoming them to the school. They are thereafter introduced to key personnel, given helpful information; and then the E.S.L. teacher explains in details, the choices that parents of ELLs have in the New York school system: the Transitional Bilingual, Dual Language and Freestanding E.S.L. programs. They are given all three program choices in writing, including the entitlement letter, parent survey and program selection - all which are prepared for them and signed by the principal. They are told about the E.S.L. program here, at P.S.112. They are told that if there are 15 students on one grade or two grades, (grades 1 and 2, or 2 and 3, for example), then a bilingual program can be formed in the school. They are shown a DVD from the chancellor's office in their native language; given brochures on English Language Learners and the program choices in New York - in English and in their native languages; as well as receive a variety of literature pertinent to their children's schooling, in the current academic year, including a list of schools in the five (5) boroughs where transitional bilingual and dual language programs are offered. When parents of newly-enrolled ELLs make their program selection, the students are placed accordingly and the parent choice is entered on the ATS in the E.L.P.C. (ELL Parent Choice Update) profile selection.

Historically and in the current academic year as well, 99% of parents of newly-enrolled ELLs, have chosen the Freestanding E.S.L. program at the school; 0.5% have chosen the Transitional Bilingual program and 0.5% have chosen the Dual Language program. Interestingly though, after the initial selections are made by the 1% minority, they thereafter opt for the Freestanding E.S.L. program at the school. To this end, P.S. 112's Freestanding E.S.L. program has always been in line with the choices made by the parents. The students are given, for the Beginning and Intermediate levels of English, 360 minutes of intensive instruction in English; and, for

those at the Advanced level, 180 minutes of intensive instruction in English by a trained and licensed E.S.L. instructor; (with 180 minutes of instruction in ELA, by their classroom teachers).

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

3. P.S.112 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned every year. When Ells are identified for the first time through the LAB-R exam; or, as continuing Ells as a result of the NYSESLAT exam taken in the spring of the previous school year, their parents are contacted by phone and in writing by the E.S.L. teacher; and, while communicating with them in their home language, parents are informed about the school's parent orientation meeting and told to expect to receive via their child and/or mail, the entitlement letters, continued entitlement letters or transitional ones. If the parent is unable to attend the orientation meeting, then another appointment is set up to allow for the viewing of the Chancellor's DVD, the detailed explanation of the three (3) second language programs offered throughout the city; and for filling out the survey and program selection forms.

If a parent does not return the form, then the school sends out other copies by mail, with a personalized cover letter from the principal attached; and the letter is sent registered, with return receipts. They are also called again; and, the parent coordinator, classroom teachers and all other members of staff who service the particular child are asked to inform the parent as to the importance of the document and its immediate return. If all of the above fails, then the principal sends out a letter inviting the parent to come in to meet with her on an agreed-upon date and time, to discuss the matter.

Entitlement letter records are carefully maintained in binders in the E.S.L. room and the office. Individual sheet protectors with signed entitlement letters attached to signed, completely/correctly filled out H.L.I.S., are assigned to all 30 ELLs. The binder is updated yearly to show newly-entitled versus continued entitlement or non-entitlement, based upon test results.

4. The criteria used and the procedures followed at P.S.112 to place identified ELL students in bilingual or ESL instructional programs are...

When the H.L.I.S. is examined and found to have a second language checked off for at least one question in numbers 1-4 and 2 in numbers 5-8, the child is tested with the LAB-R, despite the time of year of entry into the school system and within 10 days of such entry. If the child test at or below the cut-off score, then the child' parents are given verbal and writtten notification of eligibility for, and, details of all 3 second language programs offered in the city: Freestanding E.S.L., Transitional Bilingual Education or Dual Language program. Communication is done in the parent's language, by phone, mail, through the child and community groups and centers with which the parent may be associated; and, if by chance school personnel is not skilled for the appropriate interpretation needs, then contact is made with the central office's translation and interpretation unit for assistance.

The parent then makes the necessary selections and the child is placed in the chosen program. If the program is not available at the school, then the child is placed on a waiting list, should one open up; and, the parent is given a list of schools in the borough where such a program is available, should a transfer be sought.

The placement letters, continued entitlement, non-entitlement letters, all signed by the principal on P.S.112's letterhead, are handed to parents at orientation, sent home with students or mailed if necessary to parents' homes. All records are maintained in individual sleeves with the relevant student's name in front, attached to their H.L.IS. and are placed in our compliance binders in the E.S.L. room and in the office.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend at P.S.112 in program choices that parents have requested, has been that, as seen in data from our parent selection forms, in the 2010-2011 school year, out of 32 students, 27 have chosen E.S.L., 4 have chosen bilingual and 1, dual language. In the current school year, according to data acquired from our parent selection forms, in 2011-2012, all parents for the 30 students have chosen the Freestanding E.S.L. program.

6. The program model offered at P.S.112 is aligned with parent requests. The Freestanding English as a Second Language program goes hand-in-hand with our parents' choices as indicated in #5 and is noted on the ATS system in the ELPC (Ell Parent Choice Update).

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	5

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	3	2	11	0	3	5	0	2	30
Total	14	3	2	11	0	3	5	0	2	30

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													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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	2	6	9	7								29
Chinese	0													0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	4	2	6	9	8	0	30						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1.

The heterogeneous ESL Program at P.S.112 is based on the pullout model and services grades K-5. Our ELLs are at the beginning, intermediate and advanced levels in English. They are given 360 and 180 minutes, respectively, of instruction in English. Students are grouped according to grade and/or language proficiency levels and travel together as a group, with beginning and intermediate level ELLs being given instruction at the same time, in K-1, 2-3 and 4-5 leveled groups. Instruction is given in a least restrictive environment with vital support from staff members, including our Literacy Coach, Staff Developers, Leadership and Inquiry Teams, the Curriculum Committee, Teacher Center personnel; and, our Ell Specialist/Special Services Manager, assisted by the R.T.I./Literacy Specialist Manager from our CEI/PEA Children First Network 534, working in conjunction with the teachers and staff. All classes incorporate The Principles of Learning, setting high goals and expectations for all ELLs. The Point of Entry Model (POEM), providing the means through which instruction is planned and implemented to ensure student engagement, teacher monitoring and on-going assessments, will be utilized. All components of the POEM will include listening, reading, writing and discussion.

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

Based on the assessment analysis of NYSELAT scores, the implications for the schools' LAP and instruction will be based on strengthening the reading and writing skills of ELLs. The instruction will also be structured so as to continue strengthening and supporting listening and speaking skills.

Each student will receive the appropriate units of ESL/ ELA instruction as determined by NYSELAT scores or the LAB-R for newly-arrived students.

The LAP will address all 5 goals of the New York State Learning Standards for English as a Second Language. Each student will listen, speak, read and write in English for information and understanding, for literary response, enjoyment and expression, as well as for critical analysis and evaluation.

In addition, each student will listen, speak, read and write English for cross-cultural knowledge and understanding. All standards will be utilized during instruction, not functioning in isolation.

Curriculum implementation and classroom instruction change as students develop academic and linguistic competence while beginning to

A. Programming and Scheduling Information

take charge of their learning. The types of scaffolding used, as per Walqui's model (2003), include modeling, bridging, contextualization, schema building, text re-presentation and metacognition. Instruction will therefore consist of students participating in activities that require them to formulate, ask and respond to questions to provide information and meaning. Students will be responsible for presenting information in clear, oral and graphic form, applying learning strategies, as well as making oral and written texts comprehensible and meaningful.

Students will be encouraged to identify key elements in texts and relate those features to the student's own experiences. The students will share cross-cultural experiences and ideas with others. Students will engage in a variety of student groupings to discuss and share experiences, ideas, information and opinions.

2.

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

a. As per CR Part 154, explicit E.S.L. instruction is delivered to our 30 Ells thus:

In Kindergarten, our only Ell, with absolutely no English at all and is therefore at the the pre-production or, beginning proficiency level of English, is placed with all 4 beginning proficiency level students in Grade 1 and on a weekly basis, all of them receive 360 minutes total of E.S.L. instruction, on Mondays, Tuesdays, Wednesdays and Thursdays. In Grade 2, our 2 Ells are at the advanced proficiency or intermediate fluency level of English; and receive, at the same time as our 2 Grade 3 advanced level Ells, 180 minutes of E.S.L. instruction on Tuesdays and Thursdays, as well as 180 minutes of ELA from their classroom teachers. In Grade 3, our 4 Ells at the beginning and intermediate levels receive 360 minutes of E.S.L. instruction on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. In Grade 4, our 2 Ells at the beginning and intermediate levels, receive 360 minutes of E.S.L. instruction along with our 3 Grade 5 Ells who are also at the beginning at intermediate levels, on Mondays, Tuesdays and Fridays; and, our 3 Ells at the advanced level, along with the 5 Ells in Grade 5 at the advanced level, receive 180 minutes of E.S.L. instruction on Wednesdays and Thursdays as well as 180 minutes of ELA instruction from their classroom teachers.

3.

In P.S.112's E.S.L program , taught solely in English, all content areas are addressed in detail to continuously enrich language development, from Kindergarten all through to Grade 5, to all levels of language proficiency, for all General and Special Ed. Ells. Ells are thoroughly immersed in Science, Social Studies and Mathematics, during the day and as an extension, in the year-long after-school enrichment E.S.L. programs. Students are given vocabulary- and grammar-enriched activities to enhance their linguistic and academic capabilities, so that they may become proficient in the English language, while assisting them in preparing for all city and state tests, with the goal of meeting and exceeding state and schoolwide standards.

In Science, all Ells partake in experiments from Kindergarten straight through to Grade 5 - from the planting of seeds and watching caterpillars change into butterflies in Kindergarten, to the exploration of space through in-house visits and web conferences with NASA personnel in Grade 5. The use of the smartboard in the E.S.L. classroom while online to websites such as national geographic.com and fossweb.com, among others, captivates the interest of the Ells in such a fascinating way that is second to none.

In Social Studies, the ten thematic standards are employed in the curriculum: Culture; Time, Continuity and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups and Institutions; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society; Global Connections; and, Civic Ideals and Practices. Ells are exposed in all grades to these themes, using various books (some on CD/DVD), different genres and taken on several field trips throughout the year to experience American Society first-hand and to bring back into the classroom the (prior) knowledge crucial to a sound socio-linguistic base, leading to stronger academic accomplishments.

In Mathematics, all 30 Ells here at P.S.112 use the Everyday Math program from Kindergarten to Grade 5. Key concepts and skills are linked to specific grade level goals. Ongoing learning and practice is seen through the differentiation options of readiness, enrichment and extra practice, which emphasize the connection between the different parts of each lesson. Math Boxes and Home/Study Links are included in every lesson. They are given their own bags of shapes, counters, cubes and other manipulatives to experiment with here and continue the learning at home, with their families. Workshops are even given at the school using realia: supermarket flyers and (play) money (as is used in the classrooms), for example, to role play scenes in the supermarket/stores. Students work with their moms and dads

A. Programming and Scheduling Information

to understand that everything is Math – even cutting up their ‘treat’ of a pizza pie at the end of a class/workshop into 8 slices while learning about fractions and percentages, enhance their linguistic and academic knowledge of Math. The multiplication and addition raps, recorded on tape, as well as flashcards; gigantic graph papers and posters which tell about Math symbols, measurements and terminologies in Math, in English and Spanish are prominently posted in the classrooms, for their daily references. Bilingual glossaries (in all content areas) and dictionaries are used in all classrooms; and all Ells, from Kindergarten to Grade 5, are given Math books and Math dictionaries in Spanish, (equivalent to what is being used in their classrooms). Additionally, websites such as dictionary.com and thesaurus.com, not only help with Math, but all content areas, providing not only meanings and sample sentences for the word/term being researched, but also the MUCH NEEDED...pronunciation...of all words and expressions in all content areas – something that is a hindrance for all Ells who want linguistic independence in their second language, English.

4.

Ells are appropriately evaluated in their native languages which are Spanish and French here at P.S.112, using the Spanish LAB and the Scantron tests. The E.S.L. teacher, fluent in both languages, assists other pedagogues with ongoing evaluation of our Ells. If further assistance is needed for evaluations, then a team of educators from Lehman College who have volunteered their assistance, will be on site when contacted. Also, the Department of Education's Translation and Interpretation unit are available if necessary in giving appropriate assistance.

5.

Instruction has always been differentiated for all Ell subgroups at P.S.112.

a. Our 3 Ells who are in the category of S.I.F.E. - Students with Interrupted Formal Education, have an instructional plan which includes

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)	Dual Language	Freestanding ESL
b. The plan for our 100% newcomer Ells, or those in the system for less than three years, include offering any and all extended-day programs including intensive E.S.L. specialized programs, BELL; and all SES offerings that are available, including homework help. The E.S.L., Literacy coach and the SETSS teacher offer services to these students. The students are given individual instruction 5 days per week for 45 minutes each by the Literacy coach and SETSS teacher.	100%	75%	50%
Assessment monitors including periodic and interim assessments of each student will help us track the progress or lack thereof, of our newcomer LEP students. Continuous evaluations and investigations of relevant data/information on each student will help to drive instruction.	100%	75%	50%
major areas of need, will be in the plans. The 4 LEP students who have not met the performance standard in reading, will be given individual instruction by the Literacy coach once per day for 45 minutes each day, in addition to the instruction provided by the E.S.L. and classroom teachers. All will ensure that the	100%	75%	50%
4	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

and reading comprehension base while not in school. Websites including local libraries', Scholastic's, National Geographic's and others, whose primary goal is to promote reading and/or books, will be used during school and a list given to students and their parents to ensure continuity in the home. Library membership of these Ells and their families will be encouraged - for them to borrow more books, take

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8.

Targeted intervention programs for ELLs in ELA, Math, Science and Social Studies, done in English, include R.T.I. (Response to Intervention) for all ELLs K - 5. We also have Fletcher's Place for our K -2 ELLs, especially for those at the beginning level of English. This program provides a solid foundation in ELA and phonics instruction in real situations which make the students think that they are playing, yet they are learning to read. It offers our ELLs a fun, multisensory approach to beginning reading. All K - 5 ELLs use Word Study books according to their grade to increase vocabulary and/or language production. The "Building Literacy Through Reader's Theatre" is an excellent intervention program for ELLs in Grades 3 to 5, as it is a performance genre - the type of reading material meant to be performed - a natural vehicle for developing reading comprehension. Everyday Math programs with textbooks in Spanish for all Spanish-speaking ELLs, from Kindergarten to Grade 5, as well as individually packaged kits of geometrical shapes and rulers, are distributed to parents and children for continued learning in Math at home, of what all teachers do here, in Math, with our ELLs. Grade 4 ELLs enjoy fossweb.com, nationalgeographic.com to help (further) with their Science exam preparation, as it affords them access to technology as well as fun through Science. A.I.S., S.E.S., BELL, E.S.L. after-school programs and specially invited groups (such as Lincoln Center's program for the arts, all provide intervention for ELLs in fundamental ways.

9.

For ELLs reaching proficiency on the NYSESLAT, the school offers 2 years of additional time (specifically time and a half) for all exams; and a third reading of the listening passage for the ELA exam. They are always invited to participate in our Title 111 programs and/or special after-school programs, especially our E.S.L. language-enrichment programs; and, are monitored constantly by specialist teams which offer A.I.S. (Academic Intervention Services) if deemed necessary.

10.

New programs and/or improvements to be considered for the upcoming school year, include Scholastic's 'Text Talk' for all ELLs. This program offers robust vocabulary instruction through read-alouds. Scholastic's research team reviewed a number of concerns, particularly the gaps in word knowledge and comprehension skills between different groups of children, the quality of vocabulary instruction in elementary schools and the lack of effective read-alouds in primary-grade classrooms. This research provided the motivation for the authors of this program, Beck and McKeown, to create a rich and robust vocabulary program using effective read-alouds as a method to help teachers and students make the most of their interactions when reading books, while promoting children's vocabulary and comprehension development.

In addition, there is the all-rounded National Geographic ELL intervention program, which covers all content areas, offering to our ELLs a wide range of educational activities, using colorful texts, posters, leveled books, diagnostic material; and, web access and constant technological support.

11.

The Phipps program was discontinued here as the BELL program is in our school for the current year.

12.

ELLs are afforded access to all school programs at all times. Our BELL program, SES services, which include at-home one-on-one tutoring services, any and all other after-school programs, including, of course any E.S.L. ones, whether they may be a language-enriched one, or

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9.

For ELLs reaching proficiency on the NYSESLAT, the school offers 2 years of additional time (specifically time and a half) for all exams; and a third reading of the listening passage for the ELA exam. They are always invited to participate in our Title 111 programs and/or special after-school programs, especially our E.S.L. language-enrichment programs; and, are monitored constantly by specialist teams which offer A.I.S. (Academic Intervention Services) if deemed necessary.

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In addition, there is the all-rounded National Geographic ELL intervention program, which covers all content areas, offering to our ELLs a wide range of educational activities, using colorful texts, posters, leveled books, diagnostic material; and, web access and constant technological support.

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12.

ELLs are afforded access to all school programs at all times. Our BELL program, SES services, which include at-home one-on-one tutoring services, any and all other after-school programs, including, of course any E.S.L. ones, whether they may be a language-enriched one, or just exam preparation, for a specific exam and/or for a specific ELL subgroup - all these are offered to ELLs, as they are the ones who usually

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

(P.S.112 does not have a Dual Language Program and will therefore not address this area at this time).

Courses Taught in Languages Other than English

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1.

The sole E.S.L. teacher at P.S.112, is (TESOL) licensed, certified and tenured. Professional activities are organized at the school, regional, borough and city levels. In collaboration with our network, we offer every month, professional development workshops to assist ALL teachers of ELLs and second languages, as well as administration and support staff. Every week as well, the staff developer, who herself goes to workshops regularly, along with the assistant principal and principal, offers ongoing professional development on a varied number of topics. Topics are usually curriculum-based and incorporate all state/common core standards. Topics include, but are not limited to: "The Promise of Response to Intervention for English Language Learners"; "Designing and Developing Exemplary Practices for ELLs"; "How to Revolutionize Vocabulary Learning and Instruction for English Language Learners in Grades 4 -12."

2.

School personnel must have ongoing staff development to expand and improve their own knowledge and abilities and as a consequence, to improve instruction. School personnel included in training include our one assistant principal, all common branch teachers from Pre-K to Grade 5, all out-of-classroom teachers including media, computer, art, gym, occupational, physical and speech therapists; our paraprofessionals, our one guidance counselor, the school's psychologist are trained in E.S.L.; and informational/instructional meetings are also held with the sole parent coordinator, the parent teacher association's executive; and our secretarial staff, to ensure continuity and knowledge of everything to do with the ELLs, here at P.S.112.

We have to be informed of the latest technology available and learn to teach the children, not necessarily how we want to, but how they will learn... whatever it takes. As a result, P.S.112's staff is given all-day instruction in the use of the smartboard (one which is present in almost every classroom, including the E.S.L. room). The smartboard has revolutionized instruction here, for our ELLs and especially the upper grades as they prepare to enter higher learning in middle school.

The staff provides support mechanisms for the ELLs as they transition into the higher grades, by having interschool visitation, bringing in support personnel from here and other schools, like guidance counsellors and advisors. Whenever our graduates are able to visit during the school day, they are invited to speak to current ELLs, to let them know exactly, what is to be expected in the upper grades. It is believed that when they hear from other children, the information is better absorbed. P.S.112 graduates have been invited back to the school, year after year as our guest speakers at graduation and assembly programs especially for the our upper grades, so that they may see and hear from others who were once in their exact seats in the auditorium.

3.

Every year, all members of staff, including out-of-classroom teachers, paraprofessionals and of course, classroom teachers must receive a minimum of 7.5 hours of ELL training. Staff members are reminded through staff development, about how ELLs are identified; that ELL parents should be welcomed in classroom activities when possible and/or feel comfortable so as to be involved in their children's school life, here in the United States. They are given cultural sensitivity training in matters such as writing the date in another country versus writing it here, for example. (Some educators without knowing about other cultures, tend to downplay the knowledge of ELL parents and claim that they don't even know their children's birthdays - 9/4/11, being 'April 9, 2011' in many countries outside of the United States and not September 4, 2011). They are reminded, for example, that some daily activities and customs for some cultures are not necessarily practiced in the United States and must therefore be addressed delicately. Language and/or Linguistic training for staff may center around

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

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1.

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We have to be informed of the latest technology available and learn to teach the children, not necessarily how we want to, but how they will learn... whatever it takes. As a result, P.S.112's staff is given all-day instruction in the use of the smartboard (one which is present in almost every classroom, including the E.S.L. room). The smartboard has revolutionized instruction here, for our Ells and especially the upper grades as they prepare to enter higher learning in middle school.

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E. Parental Involvement

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

Paste response to questions 1-4 here

1.

Parent involvement with our ELLs' parents is year-round and includes orientation sessions, monthly book club meetings, workshops, and Family Literacy night.

We now have a special reading room corner located on the second floor opposite our library in which our parents can come into the school with children of all ages: infants, toddlers, whichever age - so that children can learn to appreciate and enjoy books from an early stage in their lives. Our media/library specialist was the central point of contact here for this special room, sponsored by Capital One and the Heart of America Foundation. The Bronx Borough President's office which undertook the massive task of upgrading our school's library, helped us to make it more parent/family friendly, so as to build upon our home-school partnerships. More bilingual books and smart board presentations in the library and throughout the entire school, highlighting cultural events and experiences, from Hispanic Heritage month presentations, to reading the entertaining book on big screen, "Too Many Tamales", (while hearing from ELLs and their parents how they make tamales), to Cinco de Mayo celebrations, have made ELLs even more interested in the learning process as aspects of their culture are highlighted throughout the school year.

Our library specialist constantly works with the staff and the community to offer her ideas and share enrichment opportunities available to our parents, through the library services. Parents are invited to read at home with their children, especially through the school's yearly ' Six Flags Read To Succeed' program done through Discovery Education at discoveryeducation.com/readtosucceed. Our library specialist involves the entire school community. The staff in turn encourages the children to have a reading log, dated and signed by their parents. Parents of ELLs are contacted by the E.S.L. teacher to further encourage their involvement in this endeavour by asking them to keep the required log of books. The form that is distributed by the library specialist, informs families that, in order to participate, they need to read for fun, a total of six hours. They can read books, magazines, newspapers, or comic books. The parent/guardian signs the form and initials every time the child reads. When they reach their goal, they return the list to their teacher by the deadline in order to qualify to win a free ticket to a Six Flags theme park. The teacher also wins a free ticket and parents get discounts on the website, as incentives for their participation. Notably, in the past school year at P.S.112, the ELLs won the most tickets with the best parental involvement!

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

2.

P.S. 112 brings in from the community and other agencies, professional personnel that can assist in informing parents of our ELLs about matters pertinent to their lives, children and the community. Major partnerships are with the Edenwald Community Center, the BayEden Senior Citizen Center, the Bronx Borough President's Office, Capital One, Heart of America Foundation, the C.B.O. (Community Based Organization), Partners in Reading, BELL and SES, all which offer workshops and services on topics such as safety, career counseling, credit counseling and nutrition workshops. Our E.S.L. teacher also works with the community center's director at discussions and plans for adult education classes, which the parents of our P.S.112 family have indicated interest in having, in the community. Our Grade 5 students have had weekly walking trips, going across the street to work with our seniors at the BayEden Senior Citizen Center, in an ongoing socio-cultural enrichment program, which has enabled better communication between the youth and seniors in our community.

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The needs of the parents are evaluated through the use of (bilingual) surveys and the principal's newsletters sent home monthly, in English and Spanish (translated by our bilingual secretary who has a profound knowledge of each parent and child; and, communicates well with our community).

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

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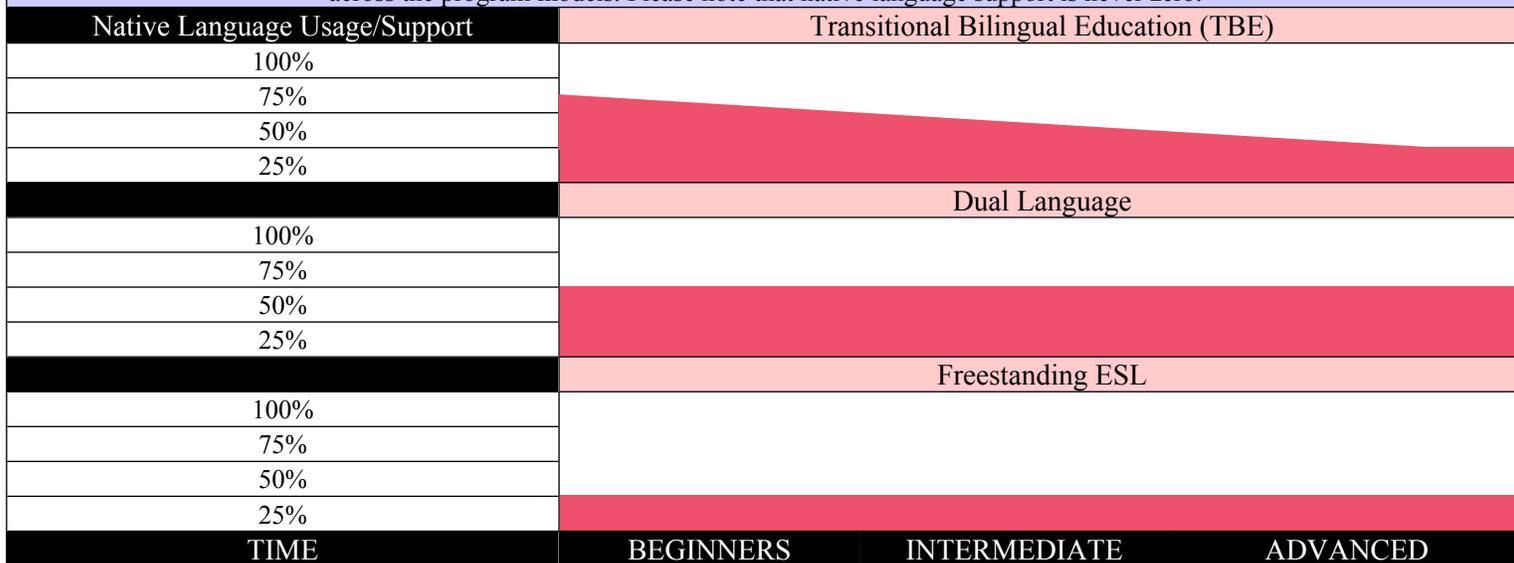
However, as the best form of a needs-assessment based theme here, for our parents, is one-on-one communication, our staff constantly asks

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

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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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Targeted intervention programs for Ells in ELA, Math, Science and Social Studies, done in English, include R.T.I. (Response to Intervention) for all Ells K - 5. We also have Fletcher's Place for our K -2 Ells, especially for those at the beginning level of English. This program provides a solid foundation in ELA and phonics instruction in real situations which make the students think that they are playing, yet they are learning to read. It offers our Ells a fun, multisensory approach to beginning reading. All K - 5 Ells use Word Study books

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For ELLs reaching proficiency on the NYSESLAT, the school offers 2 years of additional time (specifically time and a half) for all exams; and a third reading of the listening passage for the ELA exam. They are always invited to participate in our Title 111 programs and/or special after-school programs, especially our E.S.L. language-enrichment programs; and, are monitored constantly by specialist teams which offer A.I.S. (Academic Intervention Services) if deemed necessary.

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New programs and/or improvements to be considered for the upcoming school year, include Scholastic's 'Text Talk' for all ELLs. This program offers robust vocabulary instruction through read-alouds. Scholastic's research team reviewed a number of concerns, particularly the gaps in word knowledge and comprehension skills between different groups of children, the quality of vocabulary instruction in elementary schools and the lack of effective read-alouds in primary-grade classrooms. This research provided the motivation for the authors of this program, Beck and McKeown, to create a rich and robust vocabulary program using effective read-alouds as a method to help teachers and students make the most of their interactions when reading books, while promoting children's vocabulary and comprehension development.

In addition, there is the all-rounded National Geographic ELL intervention program, which covers all content areas, offering to our ELLs a wide range of educational activities, using colorful texts, posters, leveled books, diagnostic material; and, web access and constant technological support.

11.

The Phipps program was discontinued here as the BELL program is in our school for the current year.

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ELLs are afforded access to all school programs at all times. Our BELL program, SES services, which include at-home one-on-one tutoring services, any and all other after-school programs, including, of course any E.S.L. ones, whether they may be a language-enriched one, or

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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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

(P.S.112 does not have a Dual Language Program and will therefore not address this area at this time).

D. Professional Development and Support for School Staff

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

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2.

School personnel must have ongoing staff development to expand and improve their own knowledge and abilities and as a consequence, to improve instruction. School personnel included in training include our one assistant principal, all common branch teachers from Pre-K to Grade 5, all out-of-classroom teachers including media, computer, art, gym, occupational, physical and speech therapists; our paraprofessionals, our one guidance counselor, the school's psychologist are trained in E.S.L.; and informational/instructional meetings are also held with the sole parent coordinator, the parent teacher association's executive; and our secretarial staff, to ensure continuity and knowledge of everything to do with the ELLs, here at P.S.112.

We have to be informed of the latest technology available and learn to teach the children, not necessarily how we want to, but how they will learn... whatever it takes. As a result, P.S.112's staff is given all-day instruction in the use of the smartboard (one which is present in almost every classroom, including the E.S.L. room). The smartboard has revolutionized instruction here, for our ELLs and especially the upper grades as they prepare to enter higher learning in middle school.

The staff provides support mechanisms for the ELLs as they transition into the higher grades, by having interschool visitation, bringing in support personnel from here and other schools, like guidance counsellors and advisors. Whenever our graduates are able to visit during the school day, they are invited to speak to current ELLs, to let them know exactly, what is to be expected in the upper grades. It is believed that when they hear from other children, the information is better absorbed. P.S.112 graduates have been invited back to the school, year after year as our guest speakers at graduation and assembly programs especially for the our upper grades, so that they may see and hear from others who were once in their exact seats in the auditorium.

3.

Every year, all members of staff, including out-of-classroom teachers, paraprofessionals and of course, classroom teachers must receive a minimum of 7.5 hours of ELL training. Staff members are reminded through staff development, about how ELLs are identified; that ELL parents should be welcomed in classroom activities when possible and/or feel comfortable so as to be involved in their children's school life, here in the United States. They are given cultural sensitivity training in matters such as writing the date in another country versus writing it here, for example. (Some educators without knowing about other cultures, tend to downplay the knowledge of ELL parents and claim that they don't even know their children's birthdays - 9/4/11, being 'April 9, 2011' in many countries outside of the United States and not September 4, 2011). They are reminded, for example, that some daily activities and customs for some cultures are not necessarily practiced in the United States; and, must therefore be addressed delicately. Language and/or Linguistic training for staff may center around topics such as the use of slang in the classroom versus the acceptable standard English; words and expressions used daily in America and not necessarily in other cultures. Explaining idioms and everyday situations to ELLs, such as driving on a 'parkway' and parking in a 'driveway', can be challenging and require training. Our own use of language in the classroom even in something as simple as writing the date on the board every morning. The staff is constantly reminded that in almost every case, we, the teachers, are the sole examples for our ELLs. If we only write the date as 10/12/11, our ELLs will never learn the formal standard way: Wednesday, October 12, 2011. Basically, standardized English in all areas of our work as educators is expected to be exhibited at all times; and, as a consequence, the students will develop the solid foundation required from the elementary school level, so as to prevent dropout situations in middle and high school.

E. Parental Involvement

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

Paste response to questions 1-4 here

1.

Parent involvement with our ELLs' parents is year-round and includes orientation sessions, monthly book club meetings, workshops, and Family Literacy night.

We now have a special reading room corner located on the second floor opposite our library in which our parents can come into the school with children of all ages: infants, toddlers, whichever age - so that children can learn to appreciate and enjoy books from an early stage in their lives. Our media/library specialist was the central point of contact here for this special room, sponsored by Capital One and the Heart of America Foundation. The Bronx Borough President's office which undertook the massive task of upgrading our school's library, helped us to make it more parent/family friendly, so as to build upon our home-school partnerships. More bilingual books and smart board presentations in the library and throughout the entire school, highlighting cultural events and experiences, from Hispanic Heritage month presentations, to reading the entertaining book on big screen, "Too Many Tamales", (while hearing from ELLs and their parents how they make tamales), to Cinco de Mayo celebrations, have made ELLs even more interested in the learning process as aspects of their culture are highlighted throughout the school year.

Our library specialist constantly works with the staff and the community to offer her ideas and share enrichment opportunities available to our parents, through the library services. Parents are invited to read at home with their children, especially through the school's yearly 'Six Flags Read To Succeed' program done through Discovery Education at discoveryeducation.com/readtosucceed. Our library specialist involves the entire school community. The staff in turn encourages the children to have a reading log, dated and signed by their parents. Parents of ELLs are contacted by the E.S.L. teacher to further encourage their involvement in this endeavour by asking them to keep the required log of books. The form that is distributed by the library specialist, informs families that, in order to participate, they need to read for fun, a total of six hours. They can read books, magazines, newspapers, or comic books. The parent/guardian signs the form and initials every time the child reads. When they reach their goal, they return the list to their teacher by the deadline in order to qualify to win a free ticket to a Six Flags theme park. The teacher also wins a free ticket and parents get discounts on the website, as incentives for their participation. Notably, in the past school year at P.S.112, the ELLs won the most tickets with the best parental involvement!

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

2.

P.S. 112 brings in from the community and other agencies, professional personnel that can assist in informing parents of our ELLs about matters pertinent to their lives, children and the community. Major partnerships are with the Edenwald Community Center, the BayEden Senior Citizen Center, the Bronx Borough President's Office, Capital One, Heart of America Foundation, the C.B.O. (Community Based Organization), Partners in Reading, BELL and SES, all which offer workshops and services on topics such as safety, career counseling, credit counseling and nutrition workshops. Our E.S.L. teacher also works with the community center's director at discussions and plans for adult education classes, which the parents of our P.S.112 family have indicated interest in having, in the community. Our Grade 5 students have had weekly walking trips, going across the street to work with our seniors at the BayEden Senior Citizen Center, in an ongoing socio-cultural enrichment program, which has enabled better communication between the youth and seniors in our community.

3.

The needs of the parents are evaluated through the use of (bilingual) surveys and the principal's newsletters sent home monthly, in English and Spanish (translated by our bilingual secretary who has a profound knowledge of each parent and child; and, communicates well with our community).

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

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However, as the best form of a needs-assessment based theme here, for our parents, is one-on-one communication, our staff constantly asks

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	0	1	3	2								11
Intermediate(I)	0	0	0	3	2	1								6
Advanced (A)	0	0	2	2	4	5								13
Total	1	4	2	6	9	8	0	0	0	0	0	0	0	30

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		6		1				8
4			9						9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		2		2				5
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					8		1		9
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.

Paste response to questions 1-6 here

1.

At P.S.112, the assessment tools used to assess the early literacy skills of our Ells, include M-Class/Dibels, DRA, EDM and, of course the NYSESLAT exam in the spring.

The data provides the following insights about our Ells: Ells at the beginning level of English are oftentimes deficient or high risk, in the Kindergarten to Grade 2, in the areas of Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension. Those at the intermediate level of English are at the emerging stage of Phoneme Segmentation Fluency and Initial Sound Fluency, the high risk stage of Oral Reading Fluency, but the low risk stage of Letter Naming Fluency and Nonsense Word Fluency. Those at the advanced level are at the low risk stage for Letter Naming Fluency and Nonsense Word Fluency and the emerging stage for Phoneme Segmentation Fluency.

For Grades 3 - 5, Scantron test results indicate Ells at the Beginning and Intermediate levels, having Reading Scaled Scores ranging from 1555 to 1650; and those at the advanced level have Reading Scaled Scores ranging from 2042 to 2318; and, Math Scaled Scores ranging from 1797 to 2202 for those at the beginning and intermediate levels; and, from 1921 to 2069 for those at the advanced level.

In Science, our Ells had excellent results, with 1 testing at a Level 4 in the English version; 7 at a Level 3 in the English version and 1 at a Level 3 in the Spanish version; 0 at a Level 2 and a Level 1 in either language.

In the LAB-R exam 1 student is at the beginning level in Grades 4 and 5 in all 4 modalities: Listening, Speaking, Reading and Writing.

Upon examining the NYSESLAT exam results for the spring of 2011, we noted the following:

Kindergarten has 1 Ell at the beginning level, 1 at the intermediate level, 1 at the advanced level and 2 at the proficient level in Listening and Speaking; and, 4 Ells at the beginning level and 1 at the proficient level in Reading and Writing.

Grade 1 Ells have no students at the beginning and intermediate levels, 2 at the advanced level and 3 at the proficient level, in Listening and Speaking; and, in Reading and Writing, 1 Ell is at the beginning level, 1 Ell is at the advanced level and 3 are at the proficient level.

In Grade 2, for Listening and Speaking, there is 1 student at the advanced level and the remaining 4 at the proficient level. For Reading and Writing, Grade 2 Ells have no students at the beginning level, 3 students at the intermediate level and 2 at the advanced level.

In Grade 3, for Listening and Speaking, there are no students at the beginning, intermediate and advanced levels, but there are 6 at the proficient level. For Reading and Writing, no student is at the beginning level, 2 are at the intermediate level, 3 are at the advanced level and 1 at the proficient level.

In Grade 4, for Listening and Speaking, no Ell is at the beginning level, 1 Ell is at the intermediate level, 1 Ell is at the advanced level and 7 are at the proficiency level. For Reading and Writing, 1 Ell is at the beginning level, 1 Ells is at the intermediate level, 5 are at the advanced level and, 2 are at the proficient level.

In Grade 5, for Listening and Speaking, there are no Ells at the beginning, intermediate and advanced levels, as all 5 are at the proficient level. For Reading and Writing, none is at the beginning level. 1 is at the intermediate level. 3 are at the advanced level and 1 is at the

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

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

Part VI: LAP Assurances

School Name: <u>The Bronxwood School</u>		School DBN: <u>11X112</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
SUSAN BARNES	Principal		10/6/11
ADRIENNE RATTRAY	Assistant Principal		10/6/11
GLENDA SIERRA	Parent Coordinator		10/6/11
SHARON BURTON-LOFTON	ESL Teacher		10/6/11
CARLA WHITE	Parent		10/6/11
STACIE CLEMENT	Teacher/Subject Area		10/6/11
DEBRA AMODIO-HUNKER	Teacher/Subject Area		10/6/11
ELIZABETH HARRIS	Coach		10/6/11
	Coach		
MADOLON KENDRICKS	Guidance Counselor		10/6/11
BEN WAXMAN	Network Leader		
CEEVAH COLEMAN	Other		10/6/11
LUZ MERCADO	Other		10/6/11
CHARLES FLISSER	Other <u>Related Svc.Provider</u>		10/6/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x112 **School Name:** PS 112, The Bronxwood School

Cluster: 534 **Network:** CEI-PEA

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.

Public School 112 X uses various sources of data to acquire a parents preferred language. We utilized the Parent Language Survey, Parent orientation meetings, student emergency cards, PTA gatherings, Home Language surveys and student registration.

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.

We find that 40% of our students are hispanic and 60% are African American descent. The preferred language for the majority of my children is English. Although forty percent of our student population is hispanic they all have an English speaking parent at home. We do not have a population that requires translators during meetings. Our population is versed enough in English to understand and respond to conversations.

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.

Documents provided to us by the City of New York Department of Education are translated in the language of choice. All parent correspondences are sent out in both Spanish and English, this includes the school newsletter, school compact, progress reports, etc. Signs are posted for parents stating their rights to translation services, if needed, the translation is done by in-house school staff in a timely fashion. If an outside provider is needed, the school contracts through a Department of Education vendor.

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.

Our staff is available and accessible for interpretation services at one to one and groups meetings. Our office personnel, parent coordinator, guidance and several teachers are available for translation when needed. Both our parent workshops, orientations, and PTA meetings are conducted in both Spanish and English. P.S. 112 oral interpretation services will consist of the following: Promotional criteria, PTA meetings, attendance meetings, ELL Parent Orientation, PT conferences and all Parent workshops, child specific services include counseling Parent/Student Enrollment interview MDR's, FBA's, BIP and IEP meetings.

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>.

Parent Language surveys are distributed to all students no later than 30 days from the start of school. In accordance to Chancellor's Regulations A663. Our bilingual staff members will provide the written translation and interpretation services needed. When in-house staff members are not available a request is made through the DOE Translation and Interpretation unit. Information about their rights regarding translation and interpretation services is provided. The Department of Education Foreign Language Notice will be attached to all important notices.

- English - 405
-French - 1
-Fulani - 2

-Mossi - 1
Spanish - 77

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 112 Bronxwood School	DBN: 11X112
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale-

PS 112 will provide an after-school program that will ensure that ELL students are challenged academically and focused on vocabulary and story comprehension in the content areas of Literacy and Science. Our focus groups will be the ELL students that are in grades 3-5 that are required to take the NYS exams in May 2012.

Sub-Groups/Student Population:

Grade 3 - Total	5 ELLs	<u> 1 </u> Beginners	<u> 2 </u> Intermediate	<u> 2 </u> Advanced
Grade 4 - Total	9 ELLs	<u> 3 </u> Beginners	<u> 2 </u> Intermediate	<u> 1 </u> Advanced
Grade 5 - Total	8 ELLs	<u> 2 </u> Beginners	<u> 1 </u> Intermediate	<u> 5 </u> Advanced

Total 22

Language of Instruction: English

Schedule and duration:

January 9, 2012-February 28, 2012

The program will run for 8 weeks 2 X @ week for 24 sessions at 2 1/2 hours each.

Children will be selected using NYSESLAT reports, Acuity and ARIS data.

Each lesson will focus on strengthening the students Literacy and Science skills. The program will target ELLs at the beginning thru Advanced stage to ensure continued growth. Group size will be a ratio of 10 to 1. There will be 2 teachers working with these students.

Resources to be used include - Common Core ELA Clinics and Kaplan Keys that focus on strengthening students' skills in Literacy. The program will target ELLs at the beginning-advanced stages of language acquisition. Lessons will include reading and comprehension strategies that will target all ELLs.

of and type of teachers: One Certified ESL Teacher and One Certified Common Branch Teacher.

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

Part C: Professional Development

- name of provider

Begin description here:

Rational -

Our Title III Professional Development program will focus primarily on the use of data to differentiate instruction and provide high quality instruction for ELLs. Teachers will continue to receive training and on-going talks and practice through workshops on the implementation of the components of the SIOF Framework. While focusing on Differentiated Instruction it will also incorporate multiple Modalities for Language Development. All instruction will be aligned to the Common Core Learning Standards and the after-school program of instruction will be on-going.

Records are maintained in a binder with the agendas and attendance sheets.

This professional Development will be provided by CFN Support Specialists, Administrators, Lead Teachers and Coaches

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: Rational - To improve Parent Involvement of ELLs and support the instruction of all ELL students.

Schedule and duration: Parent Involvement with our ELL parents is year round and includes orientation sessions, monthly book club meetings workshops and family Literacy night and weekly sewing classes and a host of other parent meetings.

The ELL specialist, Parent Coordinator and the PTA President all work together to promote the success of the program. they conduct activities that provide life skills so that they can better help their child and the school. Meetings are held monthly and consist of Literacy and other content area subjects. Parents are critical to the success of their children and must be included every step of the way.

Topics covered this year:

Literacy and Math, Child development and NYSELAT strategies. The parent involvement programs are provided with low/minimal cost to the schools title III budget. With the involvement of the administration, teachers, parent coordinator and community leaders, parents are encouraged to strengthen the home-school connection. Parents are also introduced to NYSELAT, the ESL state exams, and to other city and state exams. A parent reading room is set up to give parents access to ESL resources and internet websites, which further assist in this partnership. Parent newsletters are disseminated monthly to parents in both English and Spanish to keep them abreast of development and general important information at PS 112.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	11,200.00	11,200.00