



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 112 LEFFERTS PARK

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

PRINCIPAL: LOUISE ALFANO

EMAIL: LVERDEM@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Louise Alfano	*Principal or Designee	
Margaret White	*UFT Chapter Leader or Designee	
Bobby Fagan	*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>)	
	CBO Representative, if applicable	
Edaliz Carbonell-Beam	Member/Parent	
Asma Berraha	Member/Parent	
Brenda Correa	Member/Parent	
Leslie Freij	Member/Teacher	
Mary Kayser	Member/Teacher	
Aileen Monaghan	Member/Teacher	
Rosanna Pagan	Member/Parent	
Faye Plantz	Member/Teacher	
Mei Szeto-Nghiem	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase achievement in literacy for all students in grades K-5 including students in subgroups and students with disabilities through Common Core aligned curriculum and instruction. By June 2013, the percentage of students meeting and/or exceeding standards in grades 3-5 will increase by 3% in reading, writing, listening, speaking and language skills as measured by the New York State English Language Arts Assessment (NYS ELA).

Comprehensive needs assessment

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

A review of the NYS ELA assessment data for the past 3 years indicates a steady increase in students meeting and exceeding grade level standards in grades 3-5. Through further analysis, a 14% increase in proficiency was noted among students from grade 4 in 2011 to grade 5 in 2012. However, the 2012 NYS ELA assessment data shows that 74% of third grade students, 65% of fourth grade students and 70% of fifth grade students have met or exceeded grade level standards averaging 70% for all students tested. Further analysis also shows that there was only a 3% increase in proficiency among students from grade 3 in 2011 to grade 4 in 2012. As such, the need to increase achievement in literacy was determined for all students through a more rigorous curriculum aligned to the Common Core Learning Standards.

Instructional strategies/activities

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

Strategy #1

- a) To increase student achievement in literacy through curriculum aligned to the Common Core Learning Standards (CCLS), we have implemented literacy and content area tasks. The tasks require students to read and analyze informational texts and in response write explanatory texts as well as provide arguments to support claims.
- b) Key personnel used to implement this strategy will be classroom, content area, AIS and reading teachers as well as teachers on the instructional team.
- c) Classroom, content area, AIS and reading teachers will be provided with professional development supporting the use of Norman Webb's Depth of Knowledge (DOK) to analyze literacy tasks. The teachers will also participate in professional development supporting implementation of the CCLS in reading. Teacher teams will meet weekly to review, analyze and develop performance tasks for selected literacy units as well as create rubrics to assess student work. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.
- d) Performance tasks in literacy and the content areas will be administered 3 times during the 2012-2013 school year.

Strategy #2

- a) In an effort to increase student achievement in literacy, teachers will employ daily reading in which the students read and analyze complex texts. Analyzing complex texts will increase higher order thinking and comprehension skills as well as introduce new and advanced vocabulary. Reading and comprehending texts of a complexity level within the grade appropriate band as identified by the CCLS is essential for high achievement in college and the

workplace.

- b) Key personnel used to implement this strategy will be the teachers on the instructional team as well as classroom, content area, AIS and extended day teachers.
- c) The instructional team will create a school-wide plan for implementing daily close reading seminars. Classroom, content area, AIS and extended day teachers will work with students to study complex text. Teacher teams will focus on analysis of data such as running records and reading comprehension conferences to inform planning and drive instruction. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.
- d) Close reading seminars will take place daily in all grades during the 2012-2013 school year.

Strategy #3

- a) The use of small group instruction will continue to be implemented during the literacy block. Small group instruction is based on student need and allows for a more individualized approach.
- b) Key personnel used to implement this strategy will be classroom, reading, ESL, AIS and SETTS teachers as well as teachers on the instructional team.
- c) The teachers will differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, reading conferences and assessment data. Teacher teams will meet weekly to review, analyze and develop small group instructional strategies for selected literacy units. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.
- d) Teachers will work with small groups of students and a push-in model of instruction, including additional teacher support, will be utilized during the literacy period on a daily basis throughout the 2012-2013 school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase achievement in mathematics for all students in grades K-5 including students in subgroups and students with disabilities through Common Core aligned curriculum and instruction. By June 2013, the percentage of students meeting and/or exceeding standards in grades 3-5 will increase by 3% in operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry and mathematical practices as measured by the New York State Mathematics Assessment.

Comprehensive needs assessment

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

A review of the Mathematics assessment data for the past 3 years indicates a steady increase in students meeting and exceeding grade level standards in grades 3-5. Our 2012 mathematics performance level for all grades is 84%, an 8% increase since 2010. Through further analysis, a steady increase was also noted in individual student progress from grade to grade. For example, students meeting and exceeding grade level standards from the 2011 to 2012, increased from 71% to 84% in third grade and 80% to 85% in fourth grade. As such, our goal to continue increasing achievement in mathematics was determined for all students through a more rigorous curriculum aligned to the Common Core Learning Standards.

Instructional strategies/activities

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

Strategy #1:

- a) In an effort to achieve our mathematics goal, we will continue to implement performance tasks in math. The tasks will ask students to demonstrate their ability to model with mathematics, construct viable arguments and critique the reasoning of others.
- b) Key personnel used to implement this strategy will be classroom teachers and push-in AIS providers as well as teachers on the instructional team.
- c) Teachers will be provided with professional development supporting the use of DOK to analyze tasks in mathematics. The teachers will also participate in professional development supporting implementation of the CCLS in mathematics as well as the use of math rubrics to assess student performance. Teacher teams will develop math tasks using the principles of Universal Design for Learning (UDL) to provide access to math tasks for all learners. Teacher teams will align performance tasks to all Mathematics Units. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.
- d) Classroom teachers will administer 3-4 tasks per month during the 2012-2013 school year.

Strategy #2

- a) The use of small group instruction will continue to be implemented during the math period. Small group instruction is based on student need and allows for

a more individualized approach.

- b) Key personnel used to implement this strategy will be classroom, AIS and SETTS teachers as well as teachers on the instructional team.
- c) The teachers will differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, math conferences and assessment data. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.
- d) Teachers will work with small groups of students using a push-in model of instruction during the math period on a daily basis throughout the 2012-2013 school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To increase achievement in literacy for English Language Learners (ELLs) in grades K-5 through Common Core aligned curriculum and instruction. By June 2013, the percentage of ELLs meeting and/or exceeding grade level standards in grades 3-5 will increase by 3% in reading, writing, listening, speaking and language skills as measured by the New York State English Language Arts Assessment.

Comprehensive needs assessment

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

In reviewing the NYS ELA assessment data, it was noted that only 23% of our third, fourth and fifth grade ELLs are performing at or above grade level. Although there was an increase of 9% from the previous year, about 77% of our ELL population did not meet grade level standards. As such, the need to increase achievement in literacy was determined for our ELL population through the use of English as a Second Language (ESL) strategies and a more rigorous curriculum aligned to the CCLS.

Instructional strategies/activities

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

Strategy #1

- a) In addition to extended day services provided on Monday and Tuesday, grade 3-5 ELLs will participate in extended day sessions on Thursdays and Fridays with certified ESL teachers. The teachers will use ESL strategies to target reading, writing, listening, speaking and language skills to prepare students for the NYS ELA and the New York State English as a Second Language Achievement Test (NYSESLAT).
- b) Key personnel used to implement this activity are classroom and ESL teachers as well as teachers on the instructional team.
- c) The teachers will use observation, conference notes and reading assessment data during the extended day sessions to drive instruction. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.
- d) The program will run for the duration of the 2012-2013 school year.

Strategy #2

- a) Small group instruction will continue to be implemented during the literacy block. Small group instruction is based on student need and allows for a more individualized approach.
- b) Key personnel used to implement this strategy will be classroom, reading, ESL, AIS and SETTS teachers as well as teachers on the instructional team.
- c) The teachers will differentiate instruction to match the needs of learners. Students are grouped based on teacher observations, conference notes and reading assessment data. Teachers on the instructional team will evaluate the effectiveness of assessments as well as instructional strategies implemented.

- d) The teachers will work with small groups of students using a push-in model of instruction during the literacy period on a daily basis throughout the 2012-2013 school year

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Our Parent Coordinator, in partnership with our ESL teachers, will be providing on-going workshops throughout the year to support ESL parents with their own literacy and language acquisition. Beginner and intermediate English classes will support parents in reading, writing, listening and speaking. The ESL classes for parents will encourage speaking English at home and provide parents with strategies to support their children. The classes will be held 2 days per week for 2 hours per session.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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



ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Great Leaps AIS Providers Reading Recovery Extended Day SETTS ESL	Small group Small group One-to-one Small group Small group Small group	During the school day During the school day During the school day After school During the school day and after school After school
Mathematics	AIS Providers Extended Day SETTS	Small group Small group Small group	During the school day During the school day During the school day and after school
Science	AIS Providers Extended Day ESL SETTS	Small group Small group Small group Small group	During the school day After school After school During the school day and after school
Social Studies	AIS Providers Extended Day ESL SETTS	Small group Small group Small group Small group	During the school day and after school During the school day and after school After school During the school day and after school

			school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services	Small groups One-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All of the teachers at P.S. 112 are Highly Qualified Teachers. P.S. 112 has partnerships with St. Francis and St. Joseph's Colleges for student teacher placement. These partnerships provide us with a pool of candidates from which to draw our future staff members. P.S. 112 offers a wide variety of professional development and workshops for teachers. These workshops provide training and support in reading, writing, math and technology as well science and the arts. The professional development sessions and workshops are held throughout the school year and provide teachers the support they need to refine instructional practices. Additionally, teachers are given the opportunity to request professional development in areas that interest them.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	79	0	6	11	0	5				90
Total	79	0	6	11	0	5	0	0	0	90

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

7) P.S. 112 uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. There is an Integrated Co-Teaching class on grades K, 1, 2 and 5 providing a lower teacher to student ratio for small group

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

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

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

15) All required services and resources support and correspond to ELLs ages and grade levels. Required services are provided to students

in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ESL and Resource rooms.

16) Newly arrived ELL students face unique challenges. As students join our school community as newcomers, we seek to provide them with immediate support. Newly arrived ELLs are assigned “a buddy” who speaks the same native language and can help them get acquainted with our school community. Within the first week of school “buddies” will give newcomers a tour of the school, building confidence in their new environment. Our international bulletin board also provides a list of students who can translate for the newcomers and their parents. Individualized and small group instruction is provided to newcomers using many visuals, TPR and hands-on activities. These individualized supports facilitate language acquisition for our newcomers.

During the month of June, P.S. 112 provides an orientation meeting for the parents of newly enrolled kindergarten children. Parents are informed about the academic programs and school policies. They have an opportunity to tour the school building and sit in their child’s classroom to observe the activities offered to their children.

17) Language electives are not offered at our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1) Staff Development is provided by the ESL teacher for all staff, including teachers, administrators, paraprofessionals, psychologists, occupational and physical therapists, speech therapists and the parent coordinator on ELL identification and placement procedures. In a continued effort to provide the best services possible to our ELL students, classroom teachers and staff members receive ongoing professional development in ESL methodology. Workshops are provided by the ESL teacher. They are given in the area of New York State ELL standards, language acquisition levels and ELL identification, placement procedures and the transference of native language skills when learning a new language. Workshops provided by the New York City Department of Education are also available to our teachers. Articulation between the ESL and classroom teachers ensures our ELL students have continuity and scaffolding support in their instruction. Teachers are provided with information on how to adapt the classroom instructional materials and incorporate ESL methodology and strategies to use with the ELL students.

2) Our staff provides support to ELLs as they transition from elementary to middle school. We explain the process of applying to various schools. We supply them with information in both English and their native language regarding entrance exams. And, we take the students to visit their school of interest.

3) The 7.5 hours of ELL training for the staff will be implemented as follows: 2 hours of ELL training at each of the Professional Development days in September and November. The remaining 3.5 hours of ELL training will be provided through Professional Development during the school year. Attendance records, agendas and Professional Development Reflection and Implementation forms will be maintained by the Principal to assure that the required ELL training hours for all staff members are complete.

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

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

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

- Carl Anderson: Conferring and the Common Core State Standards: 1 full day workshop per grade
- Wilson Reading System Certification Level I (Begins 10/4): SETSS Teacher
- Dorothy Barnhouse: Small Group Strategy Instruction (Reading): 2 full day workshops per grade
- Math For All (Grades K-2): 10/19/11, 11/16/11, 12/15/11, 1/12/12, 2/8/12
- Math For All (Grades 3-5): 10/5/11, 11/2/11, 12/7/11, 1/4/12, 2/1/12
- Lucy West: Math (Grades 1-5): 11/14/11, 1/11/12, 5/16/12
- Exploration in American History (Grades K-2): 10/28/11, 11/4/11, December, January, March, April, and May (dates TBA)
- Instructional Leads for Inquiry Teams: 10/13/11, 12/8/11, 2/9/12, 4/19/12, 6/21/12
- New Special Education Teachers: 10/25/11, 11/29/11, 12/20/11, 1/31/12, 2/28/12, 3/27/12, 4/26/12, 5/22/12, 6/19/12

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	13	2	4	3	1								38
Intermediate(I)	0	5	1	5	1	3								15
Advanced (A)	3	5	11	3	12	3								37
Total	18	23	14	12	16	7	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	1	2	1	1	0	7
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

1) Our school uses ECLAS 2 and Fountas and Pinnell to assess early literacy skills for our ELLs. The results of these assessments indicate that our ELL student population lack skills in spelling and decoding as well as vocabulary usage and their knowledge of sight words. With this information available to us, we are able to determine the areas of need for our students and address those needs with instructional programs that will build their skill knowledge. Our school has integrated the Words Their Way program into the school curriculum in order to provide a scaffolded approach to learning new words and spelling patterns. There is an initial pretest used to groups students according to level as well as periodic assessments to monitor progress. The Fountas and Pinnell reading assessments indicate the comprehension, decoding, and reading fluency levels of our students. With this information, reading strategy lessons are developed to address the needs of the students to move them to higher reading levels.

2) An examination of the data indicates that out of an ELL population of 90 students who took the LAB-R and NYSESLAT, 38 scored at the beginning level, 15 scored at the intermediate level and 37 students scored at the advanced level of English Language Proficiency.

In comparing and analyzing the NYSESLAT scores in the four modalities (listening, speaking, reading and writing) the patterns across proficiency levels show that students performed better in listening and speaking than reading and writing in grades K-5. Therefore, in addition to the NYSESLAT, city, state and individual class assessments in the content areas are also reviewed.

3) Data patterns of the NYSESLAT modalities indicate that students perform more proficiently in Listening and Speaking. However, the Reading and Writing modalities indicate that students are achieving at a lower level. In light of this data, our instructional decisions will be driven to immerse ELL students in strategies for enhancing reading and writing skills. We will continue to use the different types of reading components of the Balanced Literacy Program such as Shared Reading, Independent Reading and Read A-loud to teach strategies and improve reading comprehension. To facilitate the writing process for ELL students the following strategies will be used: vocabulary building, activating background knowledge, modeling, graphic organizers and discussions.

4) The results of the ELA assessment are as follows: of the 17 third grade ELL students who took the ELA, 3 scored at level 1, 10 scored at level 2, 4 scored at level 3 and 0 scored at level 4. Of the 6 fourth grade students, 2 scored at level 1, 4 scored at level 2, and 0 scored at levels 3 and 4. Of the 6 fifth grade students, 1 scored at level 1, 5 scored at level 2, and 0 scored at levels 3 and 4.

The results of the Math assessment are as follows: of the 21 third grade ELL students who took the assessment, 1 scored at level 1, 8 scored at level 2, 12 scored at level 3 and 0 scored at level 4. Of the 5 students who took the assessment in their native language, 4 of them scored a level 3. Of the 7 fourth grade ELL students who took the Math assessment, 0 scored at Level 1, 2 scored at Level 2, 5 scored at level 3 and 0 scored at level 4. The 2 students who took the assessment in their native language scored a level 3. Of the 7 fifth grade students who took the Math assessment, 0 scored at Level 1, 3 scored at level 2, 3 scored at level 3 and 1 scored at level 4. Of the 3 students who took the assessment in their native language, 1 scored at a level 3 and the 1 scored at level 4.

The results of the Science assessment are as follows: of the 7 ELL students who took the State Science test, 0 scored at level 1, 3 scored at

level 2, 3 scored at level 3 and 1 scored at level 4. Of the 7 ELL students, 2 took the assessment in their native language and 1 scored at a level 3.

In reviewing the above data, we will continue to encourage those students who are eligible to take the New York State Assessments in their native languages as all of those who took the test in their native language last year passed by scoring at level 2 or above.

Based on the analysis of the 2011-2012 assessment data, our greatest areas of need for ELL students performing below grade level standards are found to be in English Language Arts. Out of the 29 ELLs that took the ELA, only 4 students scored at grade level. All students participate in regularly scheduled reading and writing assessments including the Department of Education's Instructionally Targeted Assessment (ITA). Administrators and teachers use the results of these assessments in order to set goals, revise instruction and group ELL students according to need. The teachers will continue to analyze ELA assessments as well as running records in order to group students and focus instruction according to their areas of concern. Additionally, ESL teachers will incorporate daily word study activities to strengthen vocabulary development. Reading aloud to the students provides an additional venue for hearing and learning new vocabulary words. ESL teachers will offer additional support in Social Studies by using the school wide curriculum map to incorporate the units of study in the ESL program.

6) P.S. 112 is a data driven school. We are continuously collecting and analyzing data in all subject areas to differentiate our instruction for all our students, including ELLs. We will continue to use data on a regular basis, including the results of the NYSESLAT to help us evaluate the success of our programs and to ensure that the needs of our entire ELL population are being met.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>P.S. 112</u>		School DBN: <u>20K112</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louise Alfano	Principal		10/25/11
Margaret Marascia	Assistant Principal		10/25/11
Donna Matarese	Parent Coordinator		10/25/11
Marinella Totino	ESL Teacher		10/25/11
Hana Morcos	Parent		10/25/11
Leslie Freij/SETSS	Teacher/Subject Area		10/25/11

School Name: P.S. 112

School DBN: 20K112

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		10/25/11
Mary Czado	Coach		10/25/11
Margaret White	Coach		10/25/11
Patricia Mulhall	Guidance Counselor		10/25/11
Neal Opromallo	Network Leader		10/25/11
Jennifer DiNubila	Other <u>Related Service</u>		10/25/11
	Other		10/25/11
	Other		10/25/11
	Other		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13
Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

TitleIIIImmigrantPlans@schools.nyc.gov.

2012-13
 Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part A: School Information	
Name of School: P.S. 112	DBN: 20K112
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 11 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: P.S. 112's Title III Supplemental Program for Immigrants is designed for immigrants in grades 3-5 who have been in school for more than 1 year. The program will be taught in English by a fully certified ESL teacher. The supplemental program will provide immigrants with language acquisition and vocabulary building through Reader's Theater and Pupperty. The program will run from November 2012 to June 2013 and take place after-school, one day per week for 1 hour. The strategies taught will be linked to the students' reading and writing curriculum in an effort to meet the reading, writing, listening and speaking standards addressed in the Common Core. Additionally, the ESL teacher will facilitate a Saturday Cultural program for the students and their families. During the 2012-2013 school year, families will come together on 3 Saturdays, for 3 hours each, to participate in an interactive program that promotes language and provides opportunities to enhance listening and speaking skills. Families will participate in interactive language activities such as Pupperty and Drama. These activities are provided by Pupperty in Practice.	

Title III Immigrant Funds Supplemental Program for Immigrant Students
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Part C: Professional Development
<p>Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:</p> <ul style="list-style-type: none"> • Rationale • Teachers to receive training • Schedule and duration • Topics to be covered • Name of provider
<p>Begin description here:</p> <p>During the 2012-2013 school year, teachers will have the opportunity to receive professional development provided by Teacher's College. Grade 1 teachers are participating in literacy workshops designed to support immigrants to maximize success and independence. One teacher of each grade (K-5) as well as the ESL teachers will participate in workshops to help support immigrants to meet the challenges outlined by the Common Core State Standards. The strategies highlighted will support immigrants in building vocabulary and language acquisition.</p> <p>Teachers will also receive on-going professional development provided by school staff in analyzing data obtained from assessments such as the NYSESLAT and NYS ELA to drive instruction and refine teaching practices.</p>

Part D: Parental Engagement Activities
<p>Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:</p> <ul style="list-style-type: none"> • Rationale • Schedule and duration • Topics to be covered • Name of provider • How parents will be notified of these activities
<p>Begin description here:</p> <p>During the 2012-2013 school year, parents will have the opportunity to attend a Saturday program that provides enrichment and interactive language activities through Puppetry and Drama for the whole family. The 3 Saturday sessions are 3 hours each and are provided by Puppetry in Practice.</p> <p>Adult citizenship classes are provided to advanced ESL Parents, once a week for 2 hours a session. These classes prepare parents for becoming U.S. citizens by familiarizing them with the application process, required forms and the exam.</p> <p>P.S. 112 uses the translated materials provided by the Office of English Language Learners and services offered by the Translation and Interpretation Unit including document translation and in-school</p>

Title III Immigrant Funds Supplemental Program for Immigrant Students
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Part D: Parental Engagement Activities		
<p>translation. We inform parents throughout the school year in a number of ways including individual meetings, phone conversations, and informational packets. Our Parent Coordinator works closely with ESL teachers to coordinate school events for ESL and immigrant parents and to deliver information in native languages in a timely manner.</p>		
Part E: Budget		
<p>FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>. Ensure that your budget matches your plan as described in Parts B, C, and D above.</p>		
<p>Allocation Amount: \$ _____</p>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 		
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 		
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		