



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 112

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q112

PRINCIPAL: MR. RAFAEL CAMPOS-GATJENS **EMAIL:** RCAMPOS@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rafael Campos-Gatjens	*Principal or Designee	
Donna Medley	*UFT Chapter Leader or Designee	
Nury Zambrano	*PA/PTA President or Designated Co-President	
Karen Bridges	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nayeon Hwang	Member/ Assistant Principal	
Lateshe Lee	Member/Parent	
Christopher Murray	Member/Teacher	
Claudia Villacres	Member/Parent	
FeMaria Guerrero	Member/Parent	
Ivon Villacis	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.

By June 2013, we will increase parental involvement by improving communication and facilitating a variety of events that strengthens home-school partnerships, measured by an improvement on the P.S. 112 School Survey.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- According to the four categories on the School Environment Survey, the 'Communication' category received the lowest rating, with 7.8.
- Specifically, 7.3 out of 10 parents felt that they only received information on services for the children or parents such as tutoring, after-school, programs, or workshops. 16% of the parents surveyed indicated that they only received information once every few months, and 8% of the parents surveyed received information once or twice a year.
- 17% of parents surveyed reported that they received information about what their child was studying in school every few months, while 6% said it was once or twice a year.

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.

For the 2012-2013 school year:

- Develop and distribute a P.S. 112 Parent Survey to determine parent needs and preferences for means of communication.
- Conduct parent workshops on various instructional topics, including Thinking Maps, CCLS & instructional shifts, changes in NYS exams, ways to help your child, etc.
- Conduct parent workshops on various social topics, including asthma, bullying, nutrition, health, PBIS home strategies, etc.
- Distribute monthly parent calendars to outline upcoming events, assemblies, and reminders of school events and happenings.
- Invite parents to classroom celebrations of student work at the end of each unit of study.
- Communicate to parents their child's performance in academic areas.
- Notify parent regarding new school initiatives sent in English, Spanish, and Bengali.
- Use School Messenger service to notify parents via phone about events and updates.
- Notify parents about the RTI program and the progress of their child.
- Reach out to parents by the Attendance Team and City Year to improve student's daily attendance during the regular school day and extended day program.

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 X Title I X Title IIA X Title III X Grants X Other

If other is selected describe here:

Fair Student

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).
- ESL Coordinator – Through the use of Fair Student Funding, we will provide partial salary for our ESL Coordinator, who will increase parental involvement of our ESL students through various parental outreach & workshops. Furthermore, ESL Coordinator will be increasing communication between the school and parents regarding our ELL's academic progress in all subject areas.
- Per diem for training and planning – Through the use of Title I funding, we will provide various PDs to our teachers to increase the overall quality of education and to plan for activities to increase parental involvement.
- Aussie Consultants – Through the use of Title I funding, we will be providing our teachers with PDs from Aussie's consultants to increase the overall quality of literacy education and to plan for activities to increase parental involvement.
- Thinking Maps Consultants – Through the use of Title I funding, we will be providing our teachers with PDs from Thinking Maps to promote students' ability to organize their ideas across disciplines. We will also be providing parents with parental workshops on Thinking Maps for parents to be able to help their children at home using the same thinking tool.
- Instructional Personnel Salary – Through Title IIA funds, we will be providing partial salary of our teachers to lower the student to teacher ratio, thereby strengthening the connection between teachers, parents and students.
- After School Programs – Through the use of the 21st Century Grant funding, we will be providing various afterschool programs to enrich the learning experiences for more than 200 students. We will also be increasing parental involvement through various afterschool parental activities, such as Arts Expo, tennis tournament, basketball tournament, etc.
- After School – Through the use of Contract for Excellence funding, we will be providing various afterschool academic programs to our ELLs and former ELLs to support them in meeting the CCLS standards in both ELA and Math. Through regular and frequent discussions between afterschool teachers and parents, we will be able to increase parental involvement.
- Curriculum Development; Per Session - ARRA RTTT Citywide Instructional Expectations- Through the use of ARRA RTTT Citywide Instructional Expectations fund, we will be offering planning time for the Instructional Leads in the school, not only to strengthen our curriculum through a close alignment to CCLS, but also strengthen parental involvement through the development of our progress reports aligned to our new standards.
- Additional PDs outside of planning time – Through the use of School Support Supplement funds, we will be able to provide substitute teachers for our teachers to be able to attend PDs outside of our school. The increase in the rigor of instruction through these PDs and through the time it provides to our teachers to plan for parental involvement activities, we will be able to strengthen home-school partnerships.

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.

In order to foster a collaborative community and build leadership capacity, by June 2013, 100% of the teachers will have participated in the 3 Tiers of Professional Development Plan. This includes training for school-wide initiatives, PD opportunities based on interests, and differentiated professional development series.

Comprehensive needs assessment

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

According to the 2011-12 School Survey, P.S. 112 scored an average of 6.4 on survey questions regarding professional development. This score (Engagement) is below the city average score of 7.9 for all elementary schools. In examining the P.S. 112 Professional Development Needs Survey that teachers completed in September 2012, our findings were that teachers need support in a wide range of areas. While there was a general trend in the expressed areas of need (CCLS, DOK, etc.), the interests and the specific needs of individual teachers varied. Observation data also showed the varying needs that teachers have, based on Danielson's Framework for Teaching.

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.

By the end of September 2012-Develop a Professional Development Team that would collaboratively plan, organize, and/or conduct school-wide PDs during Lunch & Learns, faculty conferences and Chancellor's PD days.

By the end of September 2012-Develop and conduct a P.S. 112 Professional Development Needs Survey 2012-13.

Tier I -

- September 2012-June 2013 – Provide on-going school-wide PDs to train all staff on various school initiatives and to address school-wide needs.

Tier II -

- September 2012-June 2013 – PD Team collaboratively plan, organize, and conduct professional development opportunities, which target the interests & needs of individual teachers, based on the Professional Development Needs Survey.
- September 2012-June 2013 –Provide on-going support through Lunch & Learns, afterschool PDs and off-site PD opportunities.

Tier III-

- By the end of August 2012 - Develop a comprehensive framework for differentiated PD plan for teachers that would support the individual teacher's needs, based on Danielson's framework.
- September 2012-June 2013 –Support mentor teachers by providing professional development opportunities to further develop in each of the Danielson's competencies.
- September 2012-June 2013 –Conduct weekly PD Team meetings to discuss progress and next steps for each study group (based on Danielson's competencies)
- September 2012-June 2013 –Conduct bi-weekly study groups with all participating teachers, based on individual needs.
- September 2012-June 2013 –Provide teachers with opportunities to engage in inter-classroom visitations and debriefing.
- September 2012-June 2013 –Provide teachers with in-class mentoring to support teachers' individual professional goals.
- September 2012-June 2013 –Conduct frequent cycles of observation to assess teachers' development in the area of focus.

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.

PIP

- Parent workshops on various topics, including Thinking Maps, Close Reading, CCLS, changes in NYS exams, etc.
- Parent newsletters
- Celebration of student work with parents at the end of each unit
- Parent notifications regarding new school initiatives are sent in English, Spanish, and Bengali
- Results of unit assessments are sent home
- On-going parent-school communication regarding student progress

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 X Title I X Title IIA X Title III X Grants X Other

If other is selected describe here: Fair Student Funding

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).

- ESL Coordinator – Through the use of Fair Student Funding, we will provide partial salary for our ESL Coordinator, who will increase the overall instruction of our ELL teachers through various PDs on ELL strategies.
- After School programs with targeted Writing instruction - Through the use of Title III funds, we will provide various training and PD opportunities for ELL teachers.
- Per diem for training and planning – Through Title I funding, we will provide PD opportunities for teachers to meet the needs of the rigor in CCLS through

various strategies, such as questioning and discussion techniques aligned to the higher levels of Depth Of Knowledge.

- After School – Through the use of Title I funds, we will provide opportunities for teachers to provide CCLS aligned instruction to our students on various levels.
- Before School Program – Through the use of Title I funds, we will provide opportunities for teachers to provide CCLS aligned instruction geared to our higher level students before school.
- Grade Level Texts – Through the use of Title I funds, we will purchase student materials to implement our CCLS literacy curriculum, as well as professional materials to guide our teachers in improving their instruction.
- Aussie Consultants – Through the use of Title I funds, we will provide extensive, focused PD on small group instruction led by Aussie's consultants.
- Thinking Maps Consultants – Through the use of Title I funds, we will provide extensive, focused PD on the usage of Thinking Maps led by Thinking Maps certified trainers.
- Curriculum Development; -Through the use of ARRA RTTT Citywide Instructional Expectations, we will be able to provide Per Session for teachers to attend PD opportunities.
- Additional PDs outside of planning time – Through the use of School Support Supplement funds, we will be able to provide substitutes for our teachers to attend various PD opportunities outside of the school building.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 100% of students in grades K-5 will increase critical thinking skills by engaging in rich texts. Students in grades 2 – 5 will engage in Close Reading of complex texts and standards-based performance tasks in which they inform or construct an argument supported by text-based evidence. 50% of students in grades 3 – 5 will increase one level on written responses on Performance Tasks based on the NYS Extended Response Writing rubric.

Comprehensive needs assessment

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

School-wide data meetings conducted at the beginning of the school year revealed a school-wide need to develop students' writing based on rigorous tasks and rich text. A sampling of the grade four State academic student achievement data reveals that there is a real need for engaging students in rich texts and standards based performance tasks.

Current data shows:

- 40/81 (49%) of our fourth grade students are below grade level in "Information and Understanding"
- 39/81 (48%) of our fourth grade students are below grade level in "Literary Response and Expression"
- 39/81 (48%) of our fourth grade students are below grade level in "Critical Analysis and Evaluation"

Data for current ELLs who took State exams shows:

- 11/11 (100%) of our fourth grade ELL students are below grade level in "Information and Understanding"
- 11/11 (100%) of our fourth grade ELL students are below grade level in "Literary Response and Expression"
- 10/11 (91%) of our fourth grade ELL students are below grade level in "Critical Analysis and Evaluation"

Data for Students with IEPs shows:

- 19/21 (90%) of our fourth grade students with IEPs are below grade level in "Literary Response and Expression"
- 19/21 (90%) of our fourth grade students with IEPs are below grade level in "Critical Analysis and Evaluation"
- 20/21 (95%) of our fourth grade students with IEPs are below grade level in "Critical Analysis and Evaluation"

A sampling of the grade five State academic student achievement data reveals that there is a real need for engaging students in rich texts and standards based performance tasks.

Current data shows:

- 30/96 (31%) of our fifth grade students are below grade level in "Information and Understanding"
- 30/96 (31%) of our fifth grade students are below grade level in "Literary Response and Expression"
- 31/96 (32%) of our fifth grade students are below grade level in "Critical Analysis and Evaluation"

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.

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

For the 2012 - 2013 school year:

- Beginning in September 2012, all students will engage in reading grade-level rich and complex texts on a daily basis.
- Students in grades 2 – 5 will complete a standards-based performance task in which they inform or construct an argument supported by text-based evidence on a weekly basis.
- Teachers and administration will analyze student writing during common preps, using the CCLS aligned Six Traits of Writing rubric.
- Teachers and administration will develop instructional focus based on analyzed trends and create small groups to address students' specific text-based argument writing needs.
- Teachers of ELLs will develop and implement lessons with language objectives that target English Language skills to acquire, interpret, apply, and transmit information for learning and personal use, based on appropriate levels of English proficiency.
- Teachers of Special Ed. will develop scaffolds for text-based argument writing using the Universal Design for Learning Guidelines.
- PD with ESL teachers using language checklist
- PD with ESL teachers on developing language objectives that support text-based argument writing
- PD on CCLS Instructional Shifts
- PD on Close Reading
- PD on Rigorous Instruction
- PD on Questioning and Discussion Techniques
- PD with AUSSIE on small group instruction.
- PD with Special Ed. teachers on using UDL guidelines.
- Low inference observations/class inter-visitations
- Monthly grade meetings to address needs and concerns
- Vertical literacy team and weekly meetings
- Vertical ESL team and bi-weekly meetings
- Vertical Special Ed team and bi-weekly meetings
- Literacy planning sessions
- Lab sites for literacy
- Lab sites for Close Reading
- Small group instruction in all grades
- Weekly assessment of student progress on Performance Tasks using the NYS Extended Response Rubric

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 x Title I x Title IIA x Title III x Grants x Other

If other is selected describe here:

Fair Student Funding,
Contract for Excellence,
School Support Supplement,
ARRA RTTT Citywide Instructional Expectations

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).

- ESL Coordinator – Fair Student Funding
- After School programs with targeted Writing instruction - Title III
- Per diem for training and planning – Title I
- After School - Title I
- Before School Program – Title I
- Grade Level Texts – Title I
- Aussie Consultants – Title I
- Thinking Maps Consultants – Title I
- Instructional Personnel Salary - Title IIA
- After School Programs – 21st Century Grant
- After School - Contract for Excellence
- Curriculum Development; Per Session - ARRA RTTT Citywide Instructional Expectations
- Additional PDs outside of planning time - School Support Supplement
- City Year provides support through their assistance in small group instruction during reading lessons
- PBIS is a positive behavior system implemented in the school to eliminate behavior problems. Dean oversees the implementation of PBIS in the school– Fair Student Funding

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.

By June 2013, 100% of students will engage in developing mathematical fluency and deepen conceptual understanding in order to apply mathematics to problem solving and real-life situations. At least 60% of students will increase one level on the Math rubric.

Comprehensive needs assessment

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

Data meetings conducted at the beginning of the school year revealed a school-wide need to improve students' fluency, conceptual understanding and problem solving. The data for the current grade 4 and 5 is as follows:

Grade 4- Percentage of students below grade level in each of the strands

Group	Algebra	Geometry	Measurement	Number Sense
Grade 4	44.4%	39.5%	44.4%	45.6%
Current ELLs	76.9%	76.9%	76.9%	76.9%
SWD	85.7%	85.7%	85.7%	85.7%

Grade 5-Percentage of students below grade level in each of the strands.

Group	Algebra	Geometry	Measurement	Number Sense
Grade 5	20.4%	22.44%	19.4%	20.4%
Current ELLs	33.3%	33.3%	33.3%	33.3%
SWD	52.2%	52.2%	52.2%	52.2%

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.

For the 2012-2013 school year:

- We will address the needs of all types of learners including ELLs and Students with Disabilities by implementing small group instruction aligned to best practices based on the DOK rubric.
- Go Math Program is being implemented school wide. **GO Math!** meets the challenges of improving mathematics achievement with a solid research based and documented efficacy.
- Manipulatives are being used school-wide to reinforce conceptual understanding

- Standard cohesive Problem Solving Strategies and scoring rubrics consistently being used to monitor student progress on a school-wide basis
- Inquiry groups have been formed to research best practices in the teaching and learning of mathematics.
- Mid-chapter checkpoints, and post tests are used to monitor student progress and determine small group instruction.
- In addition, we will implement Universal Design for Learning to provide multiple means of representation, expression, and engagement. All small group instruction will be based on student data and needs.
- Teacher teams meet regularly to plan and discuss best practices
- Teacher teams meet at the end of each unit to plan upcoming math units of study.
- A Vertical Math team coordinated by the math coach makes decisions on the implementation of the program and assessments used to evaluate the effectiveness of strategies being used school-wide. Grade leaders turnkey decisions to each grade.
- By October 2012, students in grades K-5 are using the Exemplar Problem Solving Procedure to solve real world problems. Teachers are using the Exemplar Rubric to assess students' strengths and weaknesses in problem solving on a bi-monthly basis.
- By October 2012, all K-1 students engage in subitizing to develop fluency
- By November 2012, Grades 2-5 implement differentiated Sprints to develop fluency
- PD to enhance teacher content and conceptual understanding is offered and facilitated by the math coach
- PD on CCLS Instructional Shifts in mathematics
- PD on rigorous instruction
- Low inference observations and inter-visitations

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.
- Parent notifications are sent in English, Spanish, and Bengali
- Progress reports are sent home after every 2-3 units
- Results of unit assessments are sent home
- Parent workshop are conducted on using the online portion of Go Math
- Parent meeting on state assessment where parents experience in partaking in the test.
- Parent workshops on various topics, including Thinking maps and their use in the area of math, CCLS, changes in NYS exams

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 x Title I x Title IIA x Title III x Grants x Other

If other is selected describe here:

Contract for Excellence
 School Support Supplement
 ARRA RTT City-wide Instructional Expectations

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).
 - City Year provides support in small group instruction during math lessons
 - After School Programs with targeted instruction-Title III
 - Instructional Personnel Salary- Title IIA
 - Per diem for training and planning-Title I
 - Additional PDs outside of planning time-School Support Supplement
 - Curriculum Development Per Session- ARRA RTT City-wide Instructional Expectations
 - Thinking Maps-Title I
 - After School-Title I
 - After School-Contract for Excellence
 - Before-School Program-Title I
 - Math Coach-Title I, Fair Student
 - After School- 21st Century Grant program
 - PBIS (a positive behavior intervention system) is implemented in the school to promote positive social and academic behaviors

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.

By June 2013, we will create a more proactive, positive school climate by applying the Positive Behavior Intervention Support to provide behavior support and interventions for individual student needs.

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.

After close examination of the PBIS Benchmarks of Quality Assessment, the findings were that PS 112 scored 40% on the Assessment survey. In 3 three of the categories—Faculty Commitment, Data Analysis and Lesson Plans, PS 112 scored a 0%.

Furthermore, in reviewing the School Environment Survey, the findings were that 36% of the students felt that they were bullied at least once in a while and 13% of the student population stated that are threatened or harassed by other students based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability at least once in a while.

Examining the PBIS Benchmarks of Quality Assessment, our school needs a lot of support in the areas of Faculty Commitment, Data Analysis and Lesson Plans in order to improve our PBIS curriculum.

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.

PS 112's motto is "Together we plant the seeds of success." We believe that the fundamental goal of every school is to create a safe, friendly and conducive learning environment so that all children can maximize their opportunity for learning during the school day. Research shows that there is a correlation between an effective and consistent behavior management system within a school and student achievement. There are many strategies that PS 112 will implement in order to our goal.

For the 2012-2013 school year:

- PBIS Team will meet on a monthly basis, facilitated by Dean.
- Grade level assemblies to reintroduce the PBIS program and teach into expected behaviors.
- Teachers will be given "Cool Tools", which are lessons to teach positive behaviors and student responsibility.
- Development of school-wide expectations
- PBIS Team will collaborate with the RTI Team to discuss and develop strategies for teachers to support students with behavioral needs in order to prevent special education referrals based solely on behavior.
- City Year will start and maintain the PBIS Store to support the implementation of the PBIS behavior matrix.

- Professional Development will be provided for teachers on behavior management (school-wide, as well as based on the Danielson Framework) during Lunch & Learn, committee meetings, faculty conferences, and extra preparation periods.
- Dean will facilitate teacher development by scheduling inter-classroom visitations of exemplary classrooms. Follow-up will include debriefing and application of positive behavior strategies with their students.
- PBIS Team will analyze the P.S.112 PBIS survey and the Learning Environment Survey in order to measure our progress towards the goal and to take appropriate actions accordingly
- Dean, Assistant Principal and IEP Coordinator will participate in Respect for All PDs.
- Dean, Assistant Principal and IEP Coordinator will participate in PBIS PDs
- School-Wide Information System (SWIS) will be enforced to create an accurate based data on referrals to be analyzed and utilized to drive behavior/environment improvement measures and activities.
- Dean will organize and coordinate outside vendors to provide school wide assemblies about bullying, self-esteem and all other PBIS related components.
- Increase student participation for PBIS through class parties and awards.
- Students will reinforce their adherence to the PBIS philosophy by reciting the PBIS pledge on a daily basis.
- Teachers will help reinforce expected behaviors by posting the “School-wide Behavioral Expectations in their classrooms.
- Dean will ensure that all staff is familiar with PBIS and that they have “gotcha tickets.”.

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.
- Increase parental involvement through PBIS letters
- PS 112 will create a “Home Matrix” for parents to follow and a blank home matrix for them to create with their child.
- Dean will facilitate Parent Workshops on PBIS
- Dean will introduce and present PBIS at PTA meetings.
- PBIS Updates will be posted on parent bulletin boards and on PBIS bulletin boards.

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:

Contract for Excellence
 School Support Supplement
 ARRA RTT City-wide Instructional Expectations

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).
- PBIS is a positive behavior system implemented in the school to eliminate behavior problems. Dean oversees the implementation of PBIS in the school– Fair Student Funding
- ESL Coordinator – Fair Student Funding

- Per diem for training and planning – Title I
- Instructional Personnel Salary - Title IIA
- After School Programs – 21st Century Grant
- After School - Contract for Excellence
- Curriculum Development; Per Session - ARRA RTTT Citywide Instructional Expectations
- Additional PDs outside of planning time - School Support Supplement
- City Year provides support through their assistance in conducting the weekly PBIS store, facilitating celebrations and other events related to PBIS, keeping track of attendance, providing support in behavior management through Fifty Acts of Greatness lunch club, and acting as a PBIS role model in the school.

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	<ul style="list-style-type: none"> • Repeated reading • Interactive writing • Close reading • Questions read aloud • Level appropriate text and task • Visuals • Peer-work/ Group work • Use of tracker • Think Alouds • Time modifications • Assignment length modifications • Use of technology • Dictation and scribing • Task managing tools (e.g. use of index cards) 	<p>City Year Support guided reading and strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>In-class Intervention Method of Delivery-one to one conferences/ Small Group</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- guided reading and strategy lessons based on students' data with language objectives embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academy for Success Afterschool-guided reading and strategy lessons based on students' data Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - strategy</p>	<p>During the school day, before and afterschool</p> <p>During the school day, before and afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Before school</p>

		<p>lessons based on students' data Method of Delivery-small group during Zero Hour</p> <p>Academic Intervention Services provided by Out of Classroom Personnel-skills lesson and strategy lessons based on students' data Method of Delivery-small group during the school day</p>	During the school day
Mathematics	<ul style="list-style-type: none"> • Repeated reading • Interactive writing • Close reading of questions • Questions read aloud • Level appropriate text and task • Visuals • Peer-work/ Group work • Use of tracker • Think Alouds • Time modifications • Assignment length modifications • Use of technology • Dictation and scribing • Task managing tools (e.g. use of index cards) 	<p>City Year Support skills lesson and strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>In-class Intervention Method of Delivery-one to one conferences/ Small Group</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- skills lesson and strategy lessons based on students' data with language objectives embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academy for Success Afterschool- skills lesson and strategy lessons based on students' data Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - skills lesson and strategy lessons based on students' data Method of Delivery-small group during Zero Hour</p>	<p>During the school day, before and afterschool</p> <p>During the school day, before and afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Before school</p>

		<p>Academic Intervention Services provided by Out of Classroom Personnel-skills lesson and strategy lessons based on students' data Method of Delivery-small group during the school day</p>	During the school day
Science	<ul style="list-style-type: none"> • Use of hands-on tools (e.g. scales) • Experiments using the scientific processes • Experiments using real-life problems • Repeated reading • Interactive writing • Close reading of questions and text • Questions read aloud • Level appropriate text and task • Visuals • Peer-work/ Group work • Use of tracker • Think Alouds • Time modifications • Assignment length modifications • Use of technology • Dictation and scribing • Task managing tools (e.g. use of index cards) 	<p>City Year Support skills lesson and strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>In-class Intervention Method of Delivery-one to one conferences/ Small Group</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- skills lesson and strategy lessons based on students' data with language objectives embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academy for Success Afterschool- skills lesson and strategy lessons based on students' data Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - skills lesson and strategy lessons based on students' data Method of Delivery-small group during Zero Hour</p> <p>Academic Intervention Services provided by Out of Classroom</p>	<p>During the school day, before and afterschool</p> <p>During the school day, before and afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Before school</p> <p>During the school day</p>

		<p>Personnel-skills lesson and strategy lessons based on students' data Method of Delivery-small group during the school day</p>	
Social Studies	<ul style="list-style-type: none"> • Use of hands-on tools (e.g. scales) • Experiments using the scientific processes • Experiments using real-life problems • Repeated reading • Interactive writing • Close reading • Questions read aloud • Level appropriate text and task • Visuals • Peer-work/ Group work • Use of tracker • Think Alouds • Time modifications • Assignment length modifications • Use of technology • Dictation and scribing • Task managing tools (e.g. use of index cards) 	<p>City Year Support skills lesson and strategy lessons based on students' data Method of Delivery-small group during the school day</p> <p>In-class Intervention Method of Delivery-one to one conferences/ Small Group</p> <p>21st Century Afterschool-multi-disciplinary Method of Delivery-small group afterschool</p> <p>Title III Afterschool- skills lesson and strategy lessons based on students' data with language objectives embedded within their lessons. Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academy for Success Afterschool-skills lesson and strategy lessons based on students' data Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - skills lesson and strategy lessons based on students' data Method of Delivery-small group during Zero Hour</p> <p>Academic Intervention Services provided by Out of Classroom Personnel-skills lesson and strategy lessons based on students' data Method of Delivery-small group</p>	<p>During the school day, before and afterschool</p> <p>During the school day, before and afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>Before school</p> <p>During the school day</p>

		during the school day	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Use of games • Use of role play • Shared reading • Counseling through art • Puzzles to improve problem solving skills • Computer programs • Peer work/ Group work 	<ul style="list-style-type: none"> • Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates. Counseling intervention is also provided for those students who have been suspended. Conflict mediation sessions are conducted by the Dean/ Crisis Intervention Specialist. • Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments; behavior intervention plans, group discussions, teacher and school staff consultation; student interview, individual sessions • Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values, etc. • Monitor students with asthma, diabetes, and seizures 	<p>During the school day</p> <p>During the school day, before and afterschool</p> <p>During the school day</p> <p>During the school day</p>

		Administer medication	
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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.

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

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

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

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

**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) TEMPLATE

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

PS 112Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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/ Ada Orlando	District 30	Borough Queens	School Number 112
School Name Dutch Kills School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

3.

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

4.

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

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

5.

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	1	1	0	0	0	0								2
Push-In	0	0	1	1	1	1								4
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	72	0	10	42	0	14	1	0	0	115
Total	72	0	10	42	0	14	1	0	0	115
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

ELA instruction per week.

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

3.

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

4.

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

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

5.

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

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

A. Programming and Scheduling Information

b. ELLs in US schools for less than three years (Newcomers) are still navigating their way through a new environment and culture. Whenever possible, these students should be paired with school staff and resource people who know something about the students' languages, cultures, and school systems in the various countries of origin. An invitation to open discussions with the newcomer allows for focus on appropriate instructional approaches to be used with students or how to interpret student behaviors or customs that are unfamiliar to the teacher. A support network for newcomer students is complete when all students are included and allowed to help in some way. Teachers should initially establish buddy systems in their own classrooms, but school-wide groups can also help. A "buddy system" pairs new students with students not new to the system. Where possible, newcomer ELLs will be paired with responsible students who speak their native language or with native English-speaking peers. These "buddy teams" go through the school day together so that the newcomers may learn school routines from experienced peers who have gone through the adjustment period themselves. In this way, LEP students begin to learn survival English at the same time that they are getting to know other students in the school. As tutors, student buddies may help newcomers with academic work, especially in classes where extra teacher help is not consistently available. In order to facilitate academic development, newcomer ELLs will be offered Title III ELL Academy After School & Saturday Academy. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and Saturday Academy. Newcomers who are on levels 1&2 will also be eligible for ESL AIS, Imagine Learning English and Great Leaps Intervention services.

c. ELLs receiving service for 4 to 6 years need additional academic support. These students require individualized academic interventions. Long-term ELLs will be identified by BESIS and/or A-11. Long-term ELLs will be monitored closely by the AIS Team to ensure academic progress. NYSESLAT, along with other formal assessments such as the ELL Interim Assessment, ELA, Math, and Science will be analyzed by the team to formulate an appropriate educational plan for long-term ELLs. The data from these assessments will drive instruction in class, AIS group, After-school and Saturday Academy. Informal assessments such as teacher observations and writing samples will also be utilized for continuous evaluation. A fully certified ESL teacher will push-in to support long-term ELLs in the content areas. Long-term ELLs who are on levels 1 & 2, likewise, will be eligible for Academic Intervention.

d. Our long-term ELLs are those students who have completed six years of service. We currently have one student who falls in this category. In addition to the mandated units of service, that student has been targeted to receive one-to-one tutoring by a fully certified ESL teacher. The tutoring session is intended to target specific areas of academic need.

6.

Teachers of ELL Students with Disabilities (SWDs) need to provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDs use grade-level Go Math, FOSS Science, and Harcourt Social Studies materials. Lessons are scaffolded and differentiated to address specific needs of students. Instruction is further driven by IEPs that mandate ESL instruction. ESL is often delivered through content area instruction. Teachers of ELL-SWDs use the English Explorers program which frameworks the Social Studies content within language objectives. Students are given precise scaffolds to enrich their understanding of content while developing language acquisition skills. It is imperative that ESL teachers maintain on-going dialogue and articulation with Special Education teachers. The students' IEPs will be reviewed carefully by the push-in ESL teacher, classroom teacher, IEP teacher and the Academic Intervention Services (AIS) team in order to best meet the educational goals stated on the IEP. Formal and informal assessments will also be reviewed and analyzed by the AIS team. The AIS team, along with the classroom Special Ed. teacher will identify the stumbling blocks of progress: disability verses challenge caused by linguistic needs. When appropriate, teachers will provide the support of native language as well. Students will have accessible to them books in their native language, content-area specific bilingual glossaries, and electronic translators. ESL teachers will work hand in hand with the IEP teacher and the classroom Special Ed. teacher to bridge resources between the two areas. Push-in ESL teachers and classroom teachers will attend professional development to learn best co-teaching methods. ELL-SWDs will be eligible for all academic intervention opportunities.

7.

P.S. 112 Q The Dutch Kills School, is committed to meeting the needs of all our students, including our ELL-SWDs. The focus for these students is to access curricular, instructional, and scheduling flexibility in order to meet needs within the least restrictive environment. As a result, services are provided by fully certified teachers, both ESL and Special Education, within the classroom environment. Through professional collaboration between service providers, ELL-SWDs receive the benefit of focused instruction that is tailored to individual students' academic, emotional, social, and language needs.

A. Programming and Scheduling Information

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?

8.

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

9.

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

10.

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

11.

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

12.

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

13.

ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson.

Smartboards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich environments to enhance language learning for all subgroups. ELL students have access to content specific bilingual glossaries. They also have access to electronic translators to assist with Tier II and Tier III vocabulary. Classrooms are also supplied with baskets of books written in languages other than English to support literacy skills, transferring from students' NL to EL. Our school community is committed to developing all our students literacy skills, including our ELLs. Teachers are equipped with knowledge of the Common Core Learning Standards and the overarching College and Career Readiness anchor standards provide a framework for driving grade appropriate lessons. Literacy instruction is closely aligned with New York's Common Core State Standards. In math, the Go Math program differentiates within each lesson for English Language Learners. The FOSS Science program allows for language scaffolds as the science inquiry process is woven throughout content instruction, experience, and language development. Our Social Studies curriculum pays close attention to necessary grade appropriate content and also allows for rich multicultural lesson that celebrate the diversity of our school community. Overall, our school community believes that we can not deliver instruction through a "cookie cutter" model. Rather, specific needs of individual students are carefully examined in order to ensure access to quality education for all students.

14.

Native language support is delivered by certified teachers and school staff who can communicate in a language other than English. Instruction is delivered through the ESL model.

15.

All required services support and correspond to each of our English Language Learner's age and grade level.

16.

Before the beginning of the school year, newly enrolled ELL students are invited to a school tour. In an effort to have newcomers feel more comfortable, they and their families are invited to a Newcomer Walk-Through. Here they will visit different locations within the school such as the lunchroom, gymnasium, restrooms, classrooms, and office. Being able to physically navigate your way through a building is an essential component of a student's learning.

17.

Currently, we do not offer any language electives.

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

-March: Best Practices for ELLs Study Groups.

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	10	7	10	2	1								34
Intermediate(I)	5	6	3	10	8	1								33
Advanced (A)	11	1	2	9	12	13								48
Total	20	17	12	29	22	15	0	0	0	0	0	0	0	115

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	5	13	0	0	18
5	2	8	1	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3			3						3
4	7		10		3		0		20
5	2		7		3		1		13
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

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

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

- 4.
- The pattern we see in our school are as follows:
 - There is greater number of Advanced Students than Beginner or Intermediate students.
 - The highest number of Beginners are in grades one and three.

- In grades four and five most of our ELLs are Advanced.
 - There are only seven Beginner or Intermediate students in Listening/Speaking, but 49 Beginner or Intermediate students in Reading/Writing.
 - There are 33 Proficient students in Listening/Speaking, but only two Proficient students in Reading/Writing.
 - ELLs comprise the bottom one third of all students' overall testing proficiencies on standardized tests.
 - Data is unavailable in regards to native language proficiencies in the upper grades.
- b. School leadership and teachers analyze data from the ELL Periodic Assessments to identify areas that require additional instructional supports. Item analyses reveal question types and content that poses the most difficulty for our ELLs. In turn, instruction accommodates learning through the creation of strategy groups.
- c. In lieu of Periodic Assessments, we are using our option of using Fountas and Pinnell literacy assessments as well as language checklists. These assessments reveal that the greatest need lies within Reading Comprehension and Writing. Native language is used as a medium for bridging content understanding through the use of oral translations, bilingual glossaries, books in the native language, and electronic translators.
5.
We do not have any Dual Language programs in our school.
6.
Success of our programs for ELLs can be evaluated by measures of progress. Summative assessments compared with formative assessments clearly show the measurable achievement within various content areas. Specific to our ELLs, success can be measured by gains on the NYSESLAT, ELA, State Math, and State Science exams.

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. 112Q</u>		School DBN: <u>30Q112</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafael Campos-Gatjens	Principal		10/26/11
Nayeon Naomi Hwang	Assistant Principal		10/26/11
Rosemary Suarez	Parent Coordinator		10/26/11
Eun Kyung Cindy Kim	ESL Teacher		10/26/11
Nancy Zambrano	Parent		10/26/11
Donna Medley/ Gr. 2	Teacher/Subject Area		10/26/11
Kirsten Humphrey/ Gr. 3	Teacher/Subject Area		10/26/11
Maria Tzortzatos	Coach		10/26/11
	Coach		
Iris Manners	Guidance Counselor		10/26/11
Ada Orlando	Network Leader		
Jacquelin Webb/SETTS	Other <u>Related Service</u>		10/26/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 412

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Dutch Kills School	DBN: 30Q112
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 110
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 6
of certified ESL/Bilingual teachers: 6
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

The Title III After-School Program will target grade-specific academic language strategies for listening, speaking, reading, and writing. There will be one class for each grade from grades kindergarten through five. Sessions will take place on Mondays and Wednesdays for an hour and a half each day. Teachers will focus on developing Tier 2 vocabulary and comprehension in language acquisition. Tier 2 words represent the more sophisticated vocabulary of written texts. Mature language users use such words with regularity, but students encounter them less frequently as listeners. As a result, these words are unknown to many of our learners. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. There will also be a focus on developing language skills to improve mathematical thinking and problem solving. Additionally, students will be given an opportunity to practice skills necessary to tackle the NYSESLAT. Classes will use "Getting Ready for the NYSESLAT and Beyond" to prepare students for the four different language modes that are being assessed.

Dates: 11/05/12 - 04/17/13

Target Population: Students in grades K - 5

Number of classes: 6 classes; one class each for grades K - 5

Language of Instruction: English

Total # of sessions: 31

Hours per session: 1.5

Targeted skills: Developing Tier 2 Vocabulary and Improving Language Skills through academic language

Materials: Level appropriate nonfiction books and "Getting Ready for the NYSESLAT"

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here:

Rationale:

We believe that good teaching comes from advanced preparation. There will be on-going Professional Development for all Title III Program teachers. We will conduct professional development during the bi-weekly ESL Vertical Team meetings as well as during Study Groups for Differentiated Professional Development. Professional development will be provided by the Assistant Principal, ESL Coordinator, RBERN ELL Support specialists, and ELL Network Leaders. These workshops will be conducted at no cost to the Title III program.

Topics will include:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

P.S. 112 both respect and value the involvement of parents in all facets of the educational process. We therefore make sure that our parents are well-informed of the educational needs and services for their children. An evaluation of our students' needs enables us to reach out to a broader community of parents by making an attempt to communicate with them in their preferred language. Specifically, an

Part D: Parental Engagement Activities

evaluation of our students' families' preferred languages revealed that Spanish and Bengali were most common. As a result, all Parental Engagement Activities will be conducted in English, Spanish, and Bengali. Parent Workshops will be conducted on an on-going basis throughout the year. Workshops occur during the school day and after school so as to reach a wider range of parent groups. Workshops will be conducted by the Assistant Principal, ESL Coordinator, Parent Coordinator, Network staff, and the Dean. These workshops will be conducted at no cost to the Title III program.

Topics to be covered include:

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

Part E: Budget

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

Allocation Amount: \$14448

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 	<u>\$14003</u>	<u>6 teachers After School; M, W 1.5 hr (31 sessions) @ 50.19 = \$14003</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$445</u>	<u>Getting Ready for the NYSESLAT and Beyond - Grade K student pack (\$89 x 4) = \$356</u> <u>Grade 1 student pack = \$89</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14448

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$14448</u>	<u>\$14448</u>