



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 112, THE BRONXWOOD SCHOOL

DBN: 11X112

PRINCIPAL: SUSAN A. BARNES

EMAIL: SBARNES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELIZABETH WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Susan A. Barnes	*Principal or Designee	
Charles Flisser	*UFT Chapter Leader or Designee	
Carla White	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Luz Mercado	Member/ Parent	
Ceevah Coleman	Member/Parent	
Keisha Saunders	Member/Teacher	
Stephanie Coletti	Member/Teacher	
Patricia Fox	Member/Teacher	
Nickie Zambardino	Member/Secretary	
Susie Wigfall	Member/Parent	

Doris Joya	Member/Parent	
Zaina Martinez	Member/Parent	
Aine Sia	Member/Teacher	
Angelica Felix	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data

when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.

- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

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).

There will be 4 half day staff PDs during December, February May, duration of each 12:30pm-3:30pm. CCLS material and refreshments will be provided. Professional development workshops will be provided for the staff. Every grade will participate in March to March planning, in which teachers and staff will meet approximately three times a year to plan. During the March to March planning sessions, teachers will reevaluate the needs of their students and the entire grade. In addition, each grade has one-two common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with the coaches, curriculum leaders and fellow colleagues, in order to plan as a grade. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- On-going PD and in-class support should be provided to assist teachers in the development of challenging high expectations for students with disabilities to promote independent learning. Following PD, the Principal and APs should hold teachers accountable by looking for evidence of implementation of the specific PD topic through formal and informal observations, lesson plans and common planning. Feedback should be provided to teachers. Coaches should be held accountable for providing support and follow-up to teachers. *Recommendation as cited in our JIT report dated May 20, 2012-page 4*

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
____ 3.2 Enacted curriculum
____ 3.3 Units and lesson plans
____ 3.4 Teacher collaboration
 X 3.5 Use of data and action planning

Annual Goal #2

To improve in the Progress Report category of Student Progress in English Language Arts

By increasing the number of all students moving up at least one level in ELA and Mathematics by 6% in the year 2013.

Instructional strategies/activities

- The number of students in levels 3 and 4 will increase by 6% from 25% in 2012 to 31% in 2013. The number of students in level 2 will decrease by 6% from 54% in 2012 to 48% in 2013. The number of students in level 1 will decrease by 5% from 21% in 2012 to 15% in 2013.
- Teachers will analyze data, monitor trends and patterns in student learning, set goals, plan and implement strategies based on student needs. Teachers will monitor and modify instruction to meet the needs of every child. Inquiry Team members will target students for additional academic support. Professional Development will be ongoing throughout the year with a focus on analyzing data, using data to drive instruction, and implementing best practices.
- Evidence will be based on teacher observations, Scantron, ITA's, Predictives, State Exams, Acuity results, ARIS results, running records, DRA's, M-Class (Reading 3D), Dibels Next, student portfolios, and assessment binders.

Budget and resource alignment

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

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

X

 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____**Service and program coordination**

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

Students who are at risk will receive services 3-4 times a week by a licensed teacher in both ELA and Math. A total of 52 sessions 3-4 times a week for 1 hour. 1 consultant teacher at 43.94 @hr. X 52 hours= 2,285.40. Program duration from February-June 2013.

Student supplies and materials for this program will be provided.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

A comprehensive PD plan should be developed that is based upon the expressed and observed needs of teachers and aligned with school wide needs and the needs of students with disabilities. The plan should include: regular opportunities for special education and general education teachers to collaborate in such activities as inquiry and action research focused on improved student learning; teacher feedback to incorporate strategies learned to improve practice; and differentiated PD workshops for teachers to meet the needs of students with disabilities who have a broad range of functioning. As stated in our JIT on May 20-21, 2010, page7.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies 4.4 Classroom environment and culture
 4.3 Comprehensive plans for teaching 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- PS 112 will design and implement an engaging, rigorous, and coherent curricula for a variety of learners that is aligned to key state standards.

Instructional strategies/activities

Professional development workshops will be provided for the staff and every grade will participate in professional development and planning. Teachers and staff will meet to assess the curricula, noting that it is aligned to key state standards. Teachers and staff will meet approximately three times a year to plan. During these planning sessions, teachers, coaches will reevaluate their needs. Each grade has two common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with network supports and fellow colleagues, in order to plan. Between September and January, the principal and assistant principal will visit classrooms in 6 week cycles and allot time for feedback sessions no more than 3-4 days after the observation. We will visit teachers in these cycles continuously throughout the year. We will also provide professional development 3X a year for all teachers to learn and do norming work around the rubric.

Budget and resource alignment

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

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

X

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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

Per session for admin- 1 supervisor x 3 days, x 3 hrs per day x 20 # of weeks.

Per session for teachers - 10 teachers x 3 days x 3 hours X 20 weeks. . . .

Instructional materials: 10 Danielson books, markers, folders, flash drives etc.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Equitable resources should be provided to all classes with students with disabilities. Self-contained classes should be reallocated throughout the building (especially the 3/4/5 self-contained bridge class) so that the curriculum can be implemented appropriately and fairly in an adequate space. Academically adequate and safe learning environments should be established to foster independence and student success for all students in self-contained classrooms. As cited in our JIT dated May 20-21, 2010, page 3, Recommendation #2.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
___ 5.2 Systems and partnerships
___ 5.3 Vision for social and emotional developmental health
___ 5.4 Safety
___ 5.5 Use of data and student needs
X needs

Annual Goal #4

- By June 2013, decrease the number of OORS reporting incidents by 20%.

Instructional strategies/activities

- Teachers of grades Pre-K-5 will review the PS 112x Discipline Guide, during their PLC's quarterly. They will also receive BRT training for any internal or external incidents that could take place, within or surrounding the school.
- Teachers of grades Pre-K-5, will receive PD during their PLC's, for the integration of technology. The use of the Smart Board, as well as programs as Success Maker and ST Math.
- Teachers of grades 4 and 5, will also participate in Grant Opportunities as the Globe Project. Self-Contained classes will explore their environment during various weather patterns using inquiry based skills aligned with the CCLS.

Budget and resource alignment

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

X Tax Levy Title IA Title IIA X Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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

Per session for admin- 1 supervisor x 3 days, x 3 hrs per day x 20 # of weeks.

Per session for teachers - 10 teachers x 3 days x 3 hours X 20 weeks. . . .

Instructional materials: 10 Danielson books, markers, folders, flash drives etc.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Technical assistance should be obtained to support a change in the culture to provide equal access to all stakeholders. As cited in our JIT, May 20-21, 2010, page 6, Rec. #5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Increase the school wide attendance rate at PS 112 for all students thereby, increasing the level of parent involvement and volunteerism within the school building.

Strategies to increase parental involvement and engagement

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

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

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing parent workshops: computer technology, test taking strategies and techniques
 - ACUITY
 - Parent Tutoring Program
 - Book Club
 - Parent Coordinator and Family Worker outreach
 - Family Mall
 - ARIS Parent Link
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - continuing Family Nights
 - International Luncheons
 - Family Mall
 - Oral History Project
 - Senior citizen outreach
 - School Leadership Team and sub-committees
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of
 - EDM Home Links/ Study Links
 - Family letters
 - Family Mall
 - Parent Volunteers
 - Family Worker
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings,

and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parent Monthly Newsletters and Calendars
- Informational bulletins from the region and chancellor about upcoming events
- Principal's monthly newsletters and calendars that are sent home.
- Flyers of in-house and/or community programs regarding workshops, classes for children and adults, health clinics in the school and/or in the community – all flyers pertinent to the well-being of the family will be translated in the home languages of the students.
- Notes sent home to parents from the school, classroom teachers, school nurse, and administration.
- Field trip reminders.
- Family Mall
- Directions for completing projects, assignments, homework, and class work concerns.
- The teachers' comments and/or observations can be recorded in the home language on the student's report card.
- These translations will be provided by in-house school staff.
- Bilingual Parent Coordinator and Family Worker
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

In Addition:

- By June 2013, PS 112 will decrease the number of issued 407's by 10% as compared to last year's total, and increase the overall attendance rate by 5%.
- Student Success Summit/ Parent Success Summit/ School Mentorship Program, are a part of the Every Student Everyday Initiative to ensure that all students attend school within all of the 180 school days.
- Correspondence in terms of oral, written, and home visits is made with the pretense of aiding in the improvement of the students' attendance.

P.S. 112 will create an Attendance Plan that will:

1. Assess the academic needs, interests, preferences, and abilities of all students.
2. 100% of the school staff will participate in professional Development to increase the awareness of attendance Improvement systems and data management.
3. Meet regularly with network Attendance Directors and the school Attendance Team.
4. Target meetings and communicate often with parents.
5. Offer incentives for good student attendance.
 - Consist of Administrators, Teachers and student support staff to monitor student attendance, implement incentives, contact parents and create a plan to increase the attendance of all students.

Attendance registers across curricular programs, attendance stats for extended day programs. Attendance reports mid-year and End of Year 2012-2013, Team rosters, agendas and minutes of meetings. ATS reports and the RPAR report.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
X
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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

Per session for admin- 2 supervisors x 3 days, x 3 hrs per day x # of weeks.

Per session for teachers - 10 teachers x 3 days x 3 hours

Instructional materials: 10 Danielson books, markers, folders, etc.

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. AIS students by grade and subject include - **ELA – Total 55** Students **Grade 3 (15)** students **Grade 4 (20)** Students **Grade 5 (20)** students **Math Total 47** Students **Grade 3 (25), Grade 4 (12), Grade 5 (10)**

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"> • Fletcher’s Place • RTI (Response to Intervention) • Great Leaps • Soar to Success • Kaplan Essentials • Options Just Right Reading • Acuity Skills Practice • Extended day tutorial, Test prep 	<p>Phonics-based program geared toward Pre-K,K &1 students utilizing whole class and small group instruction during the school day</p> <p>Strategies implemented in grades K-3 for small group and guided instruction during the school day.</p> <p>Fluency program for K-5 students utilizing a one-to-one approach during the school day.</p> <p>Reading intervention program for grades 3-5 students used in conjunction with classroom instruction in reading and language arts. Pull-out/small group approach to accelerate learning for students who experience difficulty in reading during the school day</p> <p>Test strategy leveled program for students in grades 3-5, incorporating differentiated instruction in small groups during the school day</p> <p>Intervention program for students in grades 3-5 which provides skill instruction and practice for small groups during the school day</p>	

		<p>Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day</p> <p>Practice strategies and skills in small groups after school</p>	
Mathematics	<ul style="list-style-type: none"> • Everyday Math Options for Individualizing • Everyday Math Games • Kaplan Essentials • Acuity Skills Practice • ST Math 	<p>Facts based, timed program for students in grades 3-5 utilizing one-to-one approach during school hours</p> <p>Supplemental strategies for grades 1-5 students to support needs in specific skills working in small groups during the school day</p> <p>Fun approach for grades K-5 students devised to increase math skills in small groups during school day</p> <p>Test strategy leveled program for students in grades 3-5 to increase math skills in small groups during the school day</p> <p>Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day</p> <p>Integrated instructional software research proven comprehensive grade level math program. This program will assist grades 3-5.</p>	
Science	Test Prep	<p>Hands on program focusing on scientific explorations for the ELL population after school hours</p> <p>Scientific Research based assignments utilizing technology for Grade 3 students.</p>	

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group- before school	Individual and small group counseling as needed before and during school hours. Individual intervention as needed during school hours.	
		Individual and small group intervention 3 times a week.	
At-risk Health-related Services: Asthma clinic		Individual and Small group during school hours.	

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All classroom teachers, out of classroom teachers, clinicians, and paraprofessionals are given 10 hours of staff development on site and are required to do 6 hours of professional development off site in:

- a. Overview of Special Education Strategies
- b. Review of PRIM
- c. IEP availability
- d. SESIS Trainings
- e. CCLS/CCSS and Chancellor's Regulations
- f. Educational Rounds
- g. SBST-LRE Committee
- h. Differentiated Instruction
- i. Integration of Co-Teaching Services

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

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

Topics of instruction include:

- Balanced Literacy
- Point of Entry Model
- Differentiated Instruction
- Formal and Informal Assessments
- Balanced Mathematics
- Danielson-The Principles of Learning
- Using Data to Drive Instruction
- ESL Methodologies and Strategies
- NYSESLAT
- M-CLAS Assessment
- SCANTRON Assessment
- Science and Social Studies Curriculum
- Second Language Acquisition

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

We have also included measures that allow teachers to participate in the decisions regarding the use of academic assessments. They have the opportunity to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers meet at weekly PLC meetings (Professional Learning Committee Meetings) with the Literacy Coach to discuss curriculum and plan for the months ahead. They review student assessment to identify trends and areas of concern for the grade and individual classes. Data Sheets and Google Documents are reports updated and the Curriculum Maps and Target Questions reviewed and adapted on a regular basis. The SCEP is reviewed and modified at School Leadership Team meetings periodically. Principal and administrators meet with staff at monthly faculty conferences and grade meetings to discuss student needs and educational initiatives.

Data is disaggregated and plans are designed to differentiate instruction to meet the needs of individual abilities and learning styles. Staff development, based on Teacher Needs Assessment Survey is provided in all academic areas. Topics have included classroom management, ESL and Special Needs Instruction, Danielson's Framework for Teaching, POEM, LAP, PBIS, PRIM, Curriculum Mapping/Target Questions and IADS.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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)

PS 112 x agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
2. PS 112x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

School actively involves parents in teaching and learning as members of School Leadership Team, as resources in the school and as tutors in school programs. Through a newsletter printed in English and Spanish as well as a bilingual telephone message service and hotline parents can find out about current events at the school. To help families deal with the many external pressures that have an impact on school achievement the school offers the assistance of our bilingual parent coordinator, bilingual family worker, health intern, guidance counselor and SBST all of whom can provide support and referrals to community-based organizations.

3. PS 112x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: learning walks, Quality Review, collaboration and consultation of the CEP, PTA/principal meetings, human resources committee, and development of parent/community workshops,
4. PS 112x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Open House	
Pre- K Parent Meetings	Hispanic Heritage
Nutrition Education-10 week program	Getting Your Child Ready for the ELA
Holiday Concert	Family Night
Talent Showcase	Informational Meetings
Parent Book Club	Intervention Fair
Reading Workshop (Pre-K, K and 1st grade)	
Children's Health Issues	Breast Cancer Awareness
National Volunteer Week	Open Mike Night/ Poetry Slam
Fashion Show	Student and Parent Success Summits
Family Mall Activities	
5. PS 112x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Reading First, Even Start, Letter People, Fletchers' Place, and State-operated preschool programs], by: (List activities.) N/A
6. PS 112x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The PTA will develop and circulate a Parent Needs Survey in English and Spanish. They will collect, evaluate and prioritize the community's needs. This information will be reported to the full School Leadership Team at a meeting prior to the writing of the SCEP. A sub-committee of parents and teachers will be formed to write that section of the SCEP. An action plan will be developed for its implementation. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
7. PS 112x will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - iv. the State’s academic content standards
 - v. the State’s student academic achievement standards
 - vi. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing parent workshops: computer technology, test taking strategies and techniques
 - ACUITY
 - Parent Tutoring Program
 - Book Club
 - Parent Coordinator and Family Worker outreach
 - Family Mall
 - ARIS Parent Link
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - continuing Family Nights
 - International Luncheons
 - Family Mall
 - Senior citizen outreach
 - School Leadership Team and sub-committees
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of
 - EDM Home Links/ Study Links
 - Family letters
 - Family Mall
 - Parent Volunteers
 - Family Worker

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parent Monthly Newsletters and Calendars
 - Informational bulletins from the region and chancellor about upcoming events
 - Principal's monthly newsletters and calendars that are sent home.
 - Flyers of in-house and/or community programs regarding workshops, classes for children and adults, health clinics in the school and/or in the community – all flyers pertinent to the well-being of the family will be translated in the home languages of the students.
 - Notes sent home to parents from the school, classroom teachers, school nurse, and administration.
 - Field trip reminders.
 - Family Mall
 - Directions for completing projects, assignments, homework, and classwork concerns.
 - The teachers' comments and/or observations can be recorded in the home language on the student's report card.
 - These translations will be provided by in-house school staff.
 - Bilingual Parent Coordinator and Family Worker
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

SCHOOL-PARENT COMPACT

PS 112X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013. The school-parent compact will be distributed to parents during parent-teacher conferences in November 2012. An annual review of the school-parent compact will be conducted on May 10, 2013.

School Responsibilities

P.S. 112 will:

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

forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Student Responsibilities

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

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT(S)

DATE

DATE

DATE

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

1. Ell Identification Process

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

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

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

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

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

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

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

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

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

Historically and in the current academic year as well, 99% of parents of newly-enrolled ELLs, have chosen the Freestanding E.S.L. program at the school; 0.5% have chosen the Transitional Bilingual program and 0.5% have chosen the Dual Language program. Interestingly though, after the initial selections are made by the 1% minority, they thereafter opt for the Freestanding E.S.L. program at the school.

To this end, P.S. 112's Freestanding E.S.L. program has always been in line with the choices made by the parents.

The students are given, for the Beginning and Intermediate levels of English, 360 minutes of intensive instruction in English; and, for

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1.

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

2.

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

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

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

3.

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

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

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

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

A. Programming and Scheduling Information

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

4.

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

5.

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

a. Our 3 Ells who are in the category of S.I.F.E. - Students with Interrupted Formal Education, have an instructional plan which includes additional intensive English instruction and S.E.S. services/at-home private tutoring.

These students, 1 in Grade 4 and 2 in Grade 5, are given one-on-one assistance by the literacy coach and are placed in special reading groups for in-depth literary explorations.

b. The plan for our 14 newcomer Ells, or those in the system for less than three years, include offering any and all extended-day programs including intensive E.S.L. specialized programs, BELL; and all SES offerings that are available, including homework help. The E.S.L., Literacy coach and the SETSS teacher offer services to these students. The students are given individual instruction 5 days per week for 45 minutes each by the Literacy coach and SETSS teacher; and 180 minutes or 360 minutes per week of instruction is given by the E.S.L. teacher according to the student's level of proficiency in English.

Assessment monitors, including periodic and interim assessments of each student will help us track the progress or lack thereof, of our newcomer LEP students. Continuous evaluations and investigations of relevant data/information on each student will help to drive instruction.

c. For the 16 Ells at P.S.112 receiving 4 to 6 years of service of E.S.L., a very intensive reading and writing program, these which are their major areas of need, will be in the plans.

The 4 LEP students who have not met the performance standard in reading, will be given individual instruction by the Literacy coach once per day for 45 minutes each day, in addition to the instruction provided by the E.S.L. and classroom teachers. All will ensure that the 4

LEP students in this category, will read a varied number of books in different subjects with varied themes. More books will be made available to be taken home. Books on CDs and those made into DVDs (movies), will also be made available for them. Take-home CD and cassette players, with headsets to encourage concentration, are also available for our Ells to continue reading and building their vocabulary and reading comprehension base while not in school. Websites including local libraries', Scholastic's, National Geographic's and others, whose primary goal is to promote reading and/or books, will be used during school and a list given to students and their parents to ensure continuity in the home. Library membership of these Ells and their families will be encouraged - for them to borrow more books, take advantage of author visits to communities, family literacy workshops (also offered at P.S.112) and book-share groups in the community. Furthermore, the Benchmark Education Literacy program, which incorporates all the developmental categories of reading, all which are pertinent to linguistic and academic achievement in E.S.L., is fundamental to our E.S.L./reading program as it focuses not only on the Ells at the pre- and early-production levels of English, but also on those Ells who are in the other categories with fluency/advanced fluency in the language. The Benchmark program not only supports differentiated instruction with its pocket chart cards, highlighting high frequency

A. Programming and Scheduling Information

words, but also is an assessment and instruction resource which supports all tiers of the Response to Intervention.

As the state has embarked fully on its R.T.I. initiative, teachers of all Ells will be given thorough and practical training in the full implementation of R.T.I. at P.S.112, noting the three-tier model for Ells. In accordance with Scholastic's newly-acquired "Text Talk" for 'Robust Vocabulary Instruction', we will continue to promote vocabulary and comprehension development, incorporating technology, thus increasing their word power and therefore their reading skills.

For the 2011-2012 school year, all classes will be using the Reader's Theater program, for the appropriate grade level. The Reader's Theater is a performance genre –it is a type of reading material meant to be performed. Moreover, because the focus of the practice is to convey a meaningful interpretation of the text to an audience, reader's theater is also a natural vehicle for developing reading comprehension. Reader's theater is 1 of the best and most authentic ways to engage students enthusiastically in repeated reading to build reading fluency and improve overall reading performance.

Each player's part is color-coded. There are CDs which have the stories, for the listening comprehension component, based on the books in each unit with 6 student copies (minimum) per kit. The books are content-based and feature children exploring, (for example), Social Studies, in "Two Flat Friends Travel The World", with pictures and a glossary to enhance understanding. The Reader's Theater is excellent for Ells as students perform with their voices while others watch in excitement; and, they enjoy their growth as successful readers.

The use of transparencies for visuals also assist with comprehension. The program gives students of all levels the motivation to practice fluency. It is not only effective in developing reading fluency; it is also capable of transforming a class of Ells into eager readers.

Also used with our Ells, at P.S.112 is "Time for Kids – Exploring Nonfiction in Reading in the Content Areas" is a Teacher-Created program that helps students find, understand and organize information in the content areas. There is a technology connection which uses a computer word-processing program, which displays information for the students' use. There is a Home-School connection component which asks students to do projects with family members, such as locating an article on the internet, in a magazine, newspaper or book and find and list interesting facts, based on the topic of interest.

Additionally, the Into English E.S.L. program which is thematic and/or content-based, with literature for any language level is integrated and communication-based. It is connected to Grade-Level content with multilevel strategies to include all students, it is multicultural; has a wide array of materials for hands-on interactive learning; it has a simple, effective, teaching plan with authentic assessment to organize, manage and monitor; it is designed to build academic language proficiency; and, gives access to the core curriculum with all pertinent standards included.

Our 3 LEP students who have not met the performance standard in writing, will get particular assistance 3 times per week for 45 minutes each session, from our staff developer who will ensure that, in addition to the classroom and E.S.L. teachers' instruction given to them, that the writing process is thoroughly developed and that the writing initiative of the school, ensuring that these 3 LEPs become great essayists, be attended to each time that they meet.

At P.S.112, several tools for writing using our writing initiative will address LEP students who have not met the performance standard in writing. The accessibility to, and use of, different sizes and types of paper, flash cards and colorful post-its, notepads and other writing tools encourage one's willingness to write.

The more one writes, the better one writes; so, increased and varied opportunities for writing will be pertinent to the accomplishment of this goal. Penpal writing with Ells from a neighboring school via monitored e-mail or regular mail; purposeful note-writing to parents, teachers and to each other in class, will continue to be encouraged.

Writing programs being used at P.S.112 for our Ells, include "Lucy Calkins' Units of Study For Teaching Writing". Everyone starts with "Launching the Writing Workshop" and ends with "Raising the Quality of the Narrative." The objectives for this program range from getting the children to start living a writer's life – collecting ideas, collecting 'seeds' for writing which they cultivate and grow during the year. In the "Breathing Life into Essays," section of the unit, Ells will be collecting ideas as "essayists" – growing essay ideas into their notebooks. They will learn how to use prompts to elaborate when one answers a question. In "Writing Fiction: Big Dreams, Tall Ambitions", they learn to use hyperboles and similes; how to draft stories; how to show motivation and struggles of a character. They learn to have powerful beginnings, settings and endings of stories using author studies; and they learn editing. In "Literary Essays" they are writing about reading and/or looking at what the authors are doing and trying to emulate different authors' styles. Finally, in "Raising the Quality of the Narrative", they go back to texts and correct their reading and writing. Now, they are "reading with a writer's eye"... What am I really trying to say? Students begin telling stories and writing about them from inside out giving the necessary details and not just the first and last part of the story.

A. Programming and Scheduling Information

The more the Ells write, the better readers they become, as here, at P.S.112, the two cannot be separated in the learning process, when assisting our Ells in the quest for (more) knowledge.

d. (There are no Long-Term Ells at P.S.112, so this category will not be addressed at this time).

6.

Continous and daily use of varied instructional strategies and grade-level materials are used by all teachers of Ell-SWDs here at P.S.112; and they do provide access to academic content areas and accelerate English language development.

The 'Soar to Success' program, the 'Instant Learning Center' program, 'High Frequency Word Book' by Benchmark and the 'Into English' programs all provide opportunities for content area instruction on grade level, with different methodologies and techniques pertinent to the individual needs of our special ones. Ells identified at P.S.112 as having special needs, are given services as mandated on their IEPs as well as offerings of extra-curricular activities and E.S.L. extended day programs. P.S.112 will continue to adhere to the recommendations of the IEP and offer differentiated instruction for our special education LEP population. The ESL, Math coach and Staff Developer, give 45 minutes of instruction to the 9 Special Ed./Ells for 4 days during the school day. We utilize additional resources including technology – smartboard and computers and audiovisual equipment. Also offered are SES programs (Supplemental Educational Services). Continuous evaluations of each LEP student with disabilities, using periodic assessments; going on Scantron to access students' reading scaled scores, reading standard error, reading percentile, NCE, SIP, vocabulary, fiction, long passage, lexile, scores, etc.; as well as Mathematics scaled scores, percentile, number and operations, geometry and so on; as well as Language Arts scores. ARIS which provides multi-subject city and state test scores, also assists in the intervention process for the LEP student with disabilities. Individual assessment report rosters and M-Class, give a performance report, as they identify instructional areas in need.

7.

P.S. 112 uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs, within the least restrictive environment, as it is important that while there are only a limited number of teaching periods in the typical school day, teachers adjust their schedules accordingly to suit the mandates of our Ells according to their IEPs. If the speech therapist has an Ell at a particular time slotted for the SETTS teacher, the 2 work as a team with the classroom teacher to accommodate the student. The reading, writing guidelines, monthly schoolwide readers and monthly word study guidelines, with perhaps homphones being done this week and synonyms the next, are all flexible and used as guidelines to ensure uniformity among all classes and all grade levels. The discretionary judgment of; and, careful evaluation by all pedagogues involved in the education of our special Ells continue is paramount in ensuring the above.

Courses Taught in Languages Other than English ⓘ

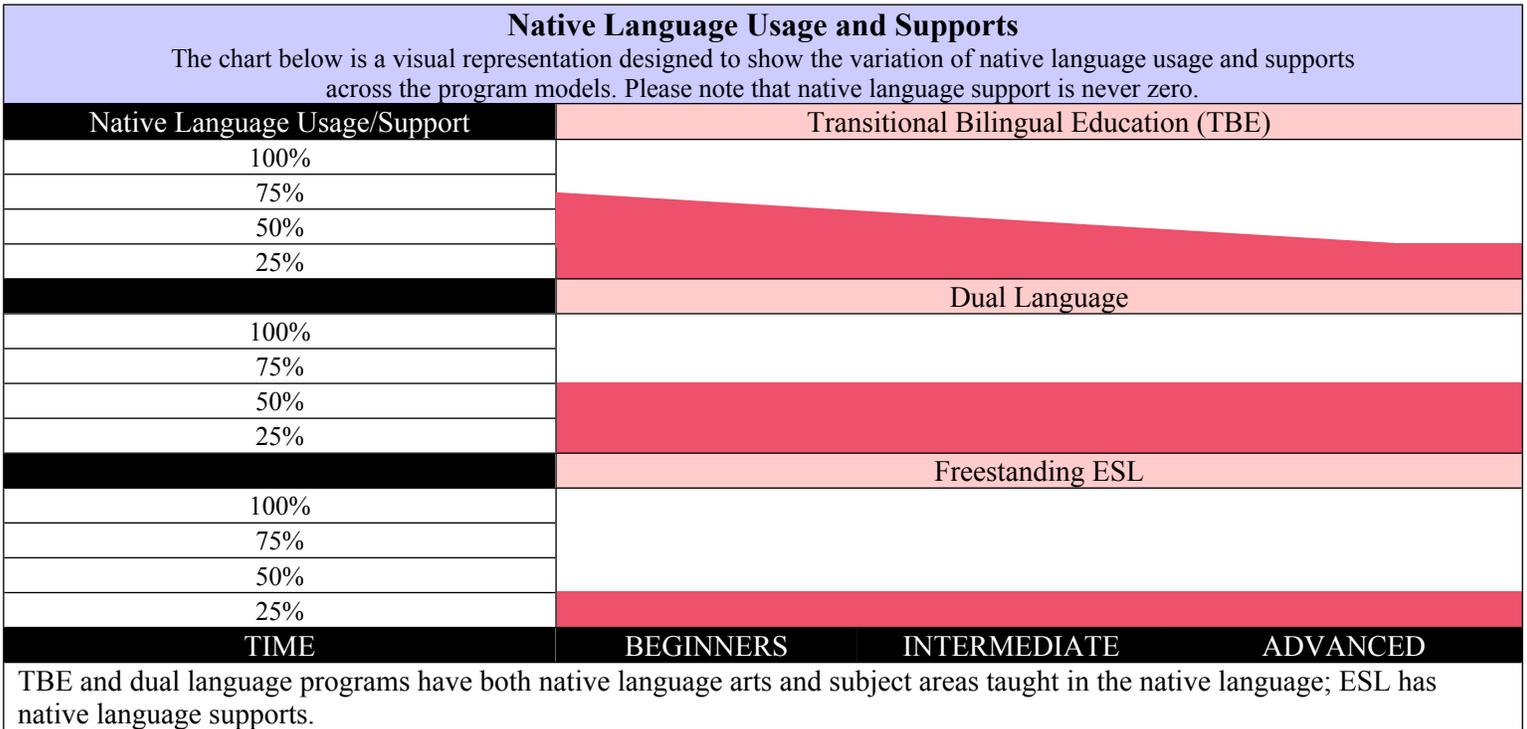
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				
Computer				
Media				

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8.

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

9.

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

10.

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

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

11.

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

12.

Ells are afforded access to all school programs at all times. Our BELL program, SES services, which include at-home one-on-one tutoring services, any and all other after-school programs, including, of course any E.S.L. ones, whether they may be a language-enriched one, or just exam preparation, for a specific exam and/or for a specific Ell subgroup - all these are offered to Ells, as they are the ones who usually don't have anyone at home to help with the homework, how to study skills, reading and/or exam preparation, due to the lack of English on the part of most of their parents. When Ells are identified at P.S.112, a list of their names is given to the administration and the parent coordinator, who working alongside the E.S.L. teacher, all help in the identification of appropriate programs for the ELLs. Parents are also interviewed and spoken with individually by the parent coordinator at our E.S.L. parent orientation meeting and given informational packets, which are filled out for them if necessary, to ensure representation of ELLs in all programs.

13.

Instructional materials, including technology, used to support Ells include, but are not limited to: Hooked-On-Phonics, Into English!, Words Their Way, Poetry Power E.S.L., E.S.L. Holiday Activity Kit, On Our Way To English, Getting Ready For The NYSESLAT, Building Fluency Through Reader's Theatre, Time For Kids, smarttech.com (materials, lessons and guidelines), Lucy Calkins' Units of Study For Teaching Writing; and, National Geographic's 'Reach' - Language, Literacy, Content - Comprehensive Scope and Sequence Interactive program (using myNGconnect.com).

14.

It is said that if the child's language and culture are seen as part of the curriculum, then the child will feel comfortable and ease on into learning. With that in mind, the E.S.L. program at P.S.112 has the widest range of multicultural materials in the school. From instructional materials to posters with songs and poems around authentic pictures of Latin American sceneries (for example); to bag filled with musical instruments like the 'maracas' and the 'guido'; to flags from all around the world; to a gigantic stand filled with Phonics Song Charts and a cover of 'un tambor', to bilingual color charts, calendars, et cetera; to pictures of children from all over the world and floor puzzles to match to something as simple as a grand 'sombbrero' in the room for role play, dancing, or...whatever! All of the above and others, along with our Spanish club for the upper grades in which only Spanish is allowed (not English!) facilitate native language support at all times. In our Spanish club, students learn poems and songs in Spanish from different countries, which they analyze in detail. They make up trilingual signs and labels in English, Spanish and French for the E.S.L. room and for around the school. In December of every year, the Spanish club makes the school's gigantic 'pinata' and takes it around the entire school, from Pre-K to Grade 5, to teach each class a little about the history of the pinata, and, to invite a representative from each class (a non-Hispanic child) to represent the class at the school's biggest party ever. A sense of pride is felt when they are able to share their culture and/or native (language) experiences with the rest of the school, in this regard.

15.

It is imperative here, that required services support, and resources correspond, to Ells' ages and grade levels. Any support services brought into or housed in the schools have to be in line with the curriculum and be age and grade appropriate. For example, Fletcher's Place, used in the early childhood grades shows children learning the basics of reading through a multisensory phonics approach, pertinent to their ages and grade levels. Our Reader's Theatre program is one of the best and most authentic ways to engage our Grades 3-5 students enthusiastically in repeated reading to build reading fluency and improve overall reading performance. The CDs have true stories, listing components of the program and making them attend to improving active listening skills.

16.

Activities to assist newly-enrolled Ell students before the beginning of the school year, are done mainly in collaboration with community based organizations and groups - at the Community Centers and in Phipps programs in the neighborhood, for example. Students get to know the neighborhood and the city in which they now reside and capitalize on the knowledge of buddies that they meet to become acclimatized.

17.

If possible, P.S.112 will offer Spanish to its Ells as a language elective. The Spanish Club continues to be operational here however, should finances dictate otherwise.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1.

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

2.

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

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

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

3.

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

E. Parental Involvement

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

Paste response to questions 1-4 here

1.

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

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

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

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

2.

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

3.

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

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

However, as the best form of a needs-assessment based theme here, for our parents, is one-on-one communication, our staff constantly asks parents seen daily, how can we best help them and their families. What can we do to continue to improve home-school relationships?

It is known that for students to do well in life, ongoing parental involvement and home-school communication are paramount...

4.

The parental involvement activities at P.S.112 addresses the need of the parents as an in-depth look at surveys guides us in the planning of such activities. These may include, but not limited to: holding adult education classes in E.S.L., Basic Education, GED, or computers, based on a sign-in sheet given at our E.S.L. Parent Orientation meeting at the beginning of the year; and, surveys at Parent-Teacher conferences and workshops, for example. Other topics may include: "Safety Concerns for my Children;" "How to help my child with homework despite my language and/or educational deficits;" and are offered in activities during the day, after school and on weekends. Visits to institutions, museums and other places of interest are incorporated as crucial aspects of our planned parental activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3			8

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		6		1				8
4			9						9
5	1		2		2				5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					8		1		9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

1.

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

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

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

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

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

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

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

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

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

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

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

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

This data will help to inform the school's instructional plan as it is seen from the above that Ells at the beginning level of English need more assistance in all 4 modalities; those at the intermediate level need more assistance in Listening, Reading and Writing; and those Ells at the

advanced level, need much assistance with Reading and Writing skills.

In Science, all Ells are at the emerging stage and more content area work in Science will continue to be provided.

In Math, Ells are mainly in the low risk category, with most needing further assistance in Algebra and Geometry.

2.

Across proficiency levels and grades on the LAB-R and the NYSESLAT, the data reveals that out of 30 Ells, 6 are at the beginning level in all 4 modalities; 2 are at the intermediate level in listening and speaking; are at the advanced level in listening and speaking; and, 27, the majority of Ells at P.S.112, are at the proficient level in listening and speaking. In reading and writing, 14 are at the intermediate level; and, 16 are at the advanced level in English.

3.

The patterns across the 4 (NYSESLAT) modalities - listening and speaking, reading and writing continue to drive instructional decisions here at P.S.112 for our Ells, as curriculum planning is geared towards major improvement in reading and writing for all; with a minor, though important emphasis, placed on listening and speaking.

4.

a) The patterns across proficiencies in the E.S.L. groups, indicate that the longer the students get language enrichment support in English, the better they do in Listening and Speaking, Reading and Writing. The patterns across grades 3, 4 and 5 in grammar and vocabulary in, especially at all the advanced proficiency level, for example; and, for students who are long term Ells, show that these are areas in need of greater attention here. Classroom, A.I.S., all out-of-classroom teachers and, of course, the E.S.L. teacher will ensure intensity in vocabulary instruction with a strong focus on grammatical structures across all content areas.

Interestingly, it is noted that (ELL) students who took the Math and the Science exams in Spanish, did just the same as their counterparts did, using the English version.

b) and c) (P.S.112 at this time is not involved with the Ell Periodic Assessments).

5.

a) - c) (P.S.112 does not have a dual language program at this time).

6. The success of our programs for Ells is evaluated not only by the results of the NYSESLAT, ELA, Math, Science and Social Studies results, but also by their willingness in their regular classrooms to speak their second language and to participate in all classroom discussions, in English. This informal classroom observation is just as important to the success of our Ells, as is receiving a 3 or a 4 on a standardized test. It shows their comfort level gained in speaking English, which goes a long way in overall academic results.

Additional Information

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

Paste additional information here

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

-Mossi - 1
Spanish - 77

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: P.S.112, The Bronxwood School	DBN: 11X112
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 19
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In a Saturday academy program this year, our 19 ELLs in Grades 3, 4 and 5 will focus on the instructional dynamics of the Boost! Reading program to enhance competencies in Listening, Reading, Speaking and Writing.

Our AMAO Estimator with Advanced Early Warning Indicators will help us better design instruction and interventions, in order to achieve our AMAO targets. The AMAO Estimator Tool was developed to allow for the automatic estimation of AMAOs 1 and 2 at the school level. The tool allows schools to estimate their status through 2016 -2017 school year and to analyze student achievement data in the content areas and help schools make data-driven decisions. The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs; and, the design of effective instructional programs and interventions for them. The modified New York State Title 111 AMAO Targets for the 2012-2013 school year, is 65.3% for AMAO 1 and 13.7% for AMAO 2.

Subgroups and grade levels include present and former ELLs in the upper grades. Thus:

Grade 3 : Beginning Level - 1; Advanced Level - 1; Proficient - 2 ; Total: 4 ELLs

Grade 4: Beginning Level - 1 (Special Ed); Intermediate Level - 1; Advanced Level - 1; Proficient - 1; Total: 4 ELLs

Grade 5: Beginning Level - 1; Intermediate Level - 2 (Special Ed); Advanced Level - 7 (4 Special Ed and 3 General Ed); Proficient - 1; Total: 11 ELLs

Grand Total: 19 ELLs to be serviced in the 2012 - 2013 Title 111 Program at P.S.112

With the language of instruction being English, as per our ELPC and Parent Choice Survey data, the schedule and duration of this program, will be from January to April 2013; to run for about 14 sessions at 4 hours per session. Children will be selected according to their NYSESLAT scores, ELL Periodic Assessments, M-Class, Scantron, ELA and Math scores.

1 licensed, certified E.S.L. teacher and 1 licensed, certified Common Branch teacher will be available to service all students.

Classes will focus on the goals of the Boost! Reading program (the definitive and comprehensive four-level series of skills books) as the main instructional material to be purchased for our Title 111 program. Its integrated skills approach means each of the skills are brought together at the end of each unit. Its age-appropriate and cross-curricular topics develop students' critical thinking and examination techniques. Its clear and transparent structure makes teaching and learning easy and fun. Its complete teacher support with a Teacher's Edition for each book and a companion website www.boostskillseries.com with free downloadable resources; and an audio CD included at the back of each student's book, all provide concrete support to ensure a successful Title 111 program, here at P.S.112.

Materials, supplementary to the Boost!Reading program, to include the Quick-Spell Beginning and Thesaurus series.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

P.S. 112 provides a very thorough and detailed professional development program for its Title 111 Program teachers, as well as for all other members of staff who deliver instruction to our ELLs here. Teachers in the Title 111 program get ongoing training in R.T.I. (Response To Intervention) as our ELLs fall mainly in Tiers 11 and 111 categories, needing to be therefore in small groups with targeted and intensive instructional intervention. The R.T.I. team, consisting of 9 members of staff, meets every Thursday to discuss the 19 ELLs in the Title 111 program and, other targeted groups that need extra assistance; to look at the M-Class, Scantron, NYSESLAT, ELA and Math scores; and to thereafter plan professional development for the staff based on individual needs.

The focus is to provide high quality and differentiated instruction for our ELLs which is aligned to the Common Core Learning Standards; and so, every week for an hour, the staff developer, literacy coach, lead teacher, administrators, paid outside providers, or, CFN 534 support staff representatives, train the staff accordingly. The E.S.L. teacher, once a month also attends workshops at the regional office and topics such as S.I.O.P. (Sheltered Instruction Operational Protocol), which focuses on language development of our ELLs, with content and language objectives clearly defined, displayed and reviewed with students; content concepts, appropriate for age and educational background level of students; supplementary materials used to a high degree, making the lesson clear and meaningful, with adaptation of content to all levels of the ELLs' proficiency; and, meaningful activities that integrate lesson concepts, with language practice opportunities for reading, writing, listening, and/or speaking. With this in mind, professional development at the regional level on the Boost Reading program given by Pearson/Longman dealing specifically with the above 4 modalities (in preparation at the same time for practice with the NYSESLAT exam format), assists teachers of ELLs to 'boost' the educational opportunities of our students. Regional office personnel will also train administrators and ELL liaisons to identify areas of focus and growth, while ensuring evidence of high quality implementation in the classroom. Training at the regional level will also focus on Response to Intervention for English Language Learners.

Additional topics to be covered this year, include:

- "Google.docs" , whereby the staff will learn how to create spread sheets online to input data on our students and monitor their scores. Instead of using notebooks or logs, we will step up to online data usage.
- "Success Maker" , whereby we will learn how to create a student profile, enroll and register a student; create a group; assign courses to students/groups; view/edit assignment settings; activate or deactivate and assignment; monitor student progress.
- "SESIS" , whereby Special Education ELLs, for example, can be monitored for attendance and details, including changes/modifications, needs and/or requirements of the I.E.P. (Individual Educational Plan).

Part C: Professional Development

- "Senteo" , in which the smartboard tools of individual assessments of our ELLs will be more utilized, as a lot of low-functioning students, especially those ELLs who are afraid of speaking up in class in case their answers are wrong...the teacher will assign a number to such students; and, using these handheld devices, the teacher alone will know what answer individual students give to particular questions and can make corrections accordingly.

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:

In addition to the mandated parent orientation workshops, after ELLs are identified as in need of second language services, (these which are ongoing throughout the entire 2012-2013 school year as soon as a new ELL comes into P.S.112)... parents of our ELLs are offered workshops every month , for 2 to 4 hours, to increase their abilities to assist their children in reading, writing and Math skills. Parental involvement increases students' outcome on tests. Parental involvement increases communication and cooperation between the home and school...it is well-documented that when the home and the school work together, the children's rate of success is higher...

To this end, parent classes are offered in English as a Second Language to our parents, if not physically here in the school, at the community or regional level. One of the greatest concerns discussed at E.S.L. parent orientation meetings is the inability felt by some parents who speak little or no English, insofar as homework help is concerned. However, if they can become competent in the English language and thereafter, confident in its usage, then as a consequence their ability to help their children at home in understanding assignments, in comprehending books read and, in writing essays, will be increased and, so will the educational outcome of our ELLs.

Topics requested by parents of ELLs at P.S.112 to be covered therefore, include:

- Using websites such as starfall.com, dictionary.com, thesaurus.com for basic English/pronunciation/word/reading practice.
- ADHD and Special Needs of our children
- Helping our children prepare for city and state exams including NYSESLAT strategies.
- Math - Home/School Extension Activities (including using supermarket flyers to plan family meals and calculate money to be spent and change received from the cashier, for example)
- Understanding R.T.I., Common Core, S.I.O.P. and the Boost Reading Program

Translation and interpretation services are provided, on an 'as-needed' basis, by multilingual staff present, including, but certainly not limited to, our E.S.L. teacher, bilingual parent coordinator and bilingual pupil accounting secretary.

Providers include but are not limited to the E.S.L. teacher, the parent coordinator, the literacy coach/staff developer, guidance counselor, psychologist, speech/language staff, Math staff developer, network personnel, administrators, invited guests and speakers.

Part D: Parental Engagement Activities

P.S.112 will notify its parents of these activities by way of its monthly bilingual parent newsletter written by the principal and translated by the bilingual secretary; phone calls made by the parent coordinator, PTA, E.S.L. teacher; flyers translated in Spanish and French - the languages of our ELLs and 1 former ELL; and via phone messenger service; and announcements at meetings and assemblies.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

