



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE DUTCH KILLS SCHOOL
DBN (i.e. 01M001): 30Q112
Principal: RAFAEL CAMPOS-GATJENS
Principal Email: RCAMPOS@SCHOOLS.NYC.GOV
Superintendent: DR. PHILIP COMPOSTO
Network Leader: DAISY CONCEPCION

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rafael Campos-Gatjens	*Principal or Designee	
Maki Haag	*UFT Chapter Leader or Designee	
Lateshe Lee	*PA/PTA President or Designated Co-President	
Terry Grech	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nayeon Naomi Hwang	Member/ Assistant Principal	
Christopher Murray	Member/ Teacher	
Tamanna Zaman	Member/ Parent	
Claudia Villacres	Member/ Parent	
Rasha Shabaan	Member/ Parent	
Antonia Martinez	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
x	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

In order to foster a collaborative community, build leadership capacity and improve classroom instruction for student achievement, by June 2014, 100% of the teachers will have participated in the 3 Tiers of Professional Development Plan. This includes training for school-wide initiatives, PD opportunities based on interests, and needs based on the Danielson Rubric, through a differentiated professional development series.

Comprehensive Needs Assessment

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

In examining the P.S. 112 Professional Development Needs Survey completed by teachers in September 2013, we found that the areas that teachers were seeking support followed a general trend – curriculum, CCLS, engagement, differentiation, and using questioning. Observation data based on observation reports also showed the needs of teachers based on Danielson's Framework for Teaching. In order to develop teachers in these areas, as well as inform their understanding of the new teacher evaluation system and support them for success, we determined the above goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

By the end of October 2013 - Develop a Professional Development Team that would collaboratively plan, organize, and/or conduct school-wide PDs during Lunch & Learns, faculty conferences, grade conferences, and Chancellor's PD days.

By the end of September 2013 - Develop and conduct a P.S. 112 Professional Development Needs Survey 2013-14.

Tier I -

- September 2013-June 2014 – Provide on-going school-wide PDs to train all staff on various school initiatives (such as: close reading, math problem solving, data analysis, instructional shifts, curriculum, engagement, questioning & discussion techniques) and to address school-wide needs.

Tier II -

- September 2013-June 2014 – PD Team collaboratively plan, organize, and conduct professional development opportunities, which target the interests & needs of individual teachers, based on the Professional Development Needs Survey, as well as data from classroom observations conducted by administrators.
- September 2013-June 2014 – Provide on-going support through Lunch & Learns, grade conferences, afterschool PDs and off-site PD opportunities.

Tier III-

- By the end of September 2013 - Develop a comprehensive framework for differentiated PD plan for teachers that would support the individual teacher's needs in two cycles of 3 cohorts, based on Domains 1, 2, & 3 of Danielson's framework.
- September 2013-June 2014 – Support mentor teachers by providing professional development opportunities to further develop in each of the Danielson's competencies.
- September 2013-June 2014 – Conduct weekly PD Team meetings to discuss progress and next steps for each study group, including further examination of Danielson's Framework.
- September 2013 -June 2014 – Conduct bi-monthly study groups with all participating teachers, based on individual needs as evidenced through administrative classroom observations.
- September 2013-June 2014 – Provide teachers with opportunities to engage in focused inter-classroom visitations, debriefing, and strategies for classroom transfer and implementation.
- September 2013-June 2014 – Provide teachers with in-class mentoring to support teachers' individual professional goals.
- September 2013-June 2014 –Conduct cycles of observation with quick turnaround of feedback to assess growth, and possibly revise, the teachers' development in the area of focus.

B. Key personnel and other resources used to implement each strategy/activity

1. The Principal and Assistant Principals will conduct a series of low inference classroom observations (minimum of 4) and utilize the Danielson Rubric to determine a rating in each competency and areas of need. The data will be used to place teachers into Differentiated Professional Development groups to work on the applicable domain and competencies.
2. The Assistant Principals, Math Coach, ESL Coordinator, and 4 Lead Teachers will be a part of the Professional Development Team that creates the PD calendar, agendas, and strategies to host PD sessions for teachers. This team meets on a weekly basis, and also prepares for the bi-monthly Differentiated Professional Development Team meetings, which they lead.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress will be identified by examining the competencies in the teacher’s area of need after subsequent observations and feedback cycles. The work done during the Differentiated Professional Development study groups, as well as additional professional development, should result in teachers improving their practice based on the Danielson Rubric.

D. Timeline for implementation and completion including start and end dates

1. The strategies/activities are aligned with a timeline in Section A.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The lead teachers will meet on Wednesday mornings during extended day to plan and prepare for their cohort’s meetings. All teachers will be scheduled to meet with these cohorts/study groups on the first two Thursdays of the month during inquiry time. Teachers will also conduct inter-classroom visitations as suggested during the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of students in grades K-5 will increase critical thinking skills by engaging in rich texts. Students in grades 2 – 5 will engage in Close Reading of complex texts and standards-based performance tasks in which they inform or construct an argument supported by text-based evidence. 60% of students in grades 2 – 5 will increase one level on written responses on Performance Tasks based on the NYS Extended Response Writing rubric.

Comprehensive Needs Assessment

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

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

Grade 2 - Percentage of students below grade level based on the NYS Extended Response Writing rubric

Criteria	Content & Analysis	Command of Evidence	Coherence, Organization, & Style	Overall
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Grade 2	99%	97%	97%	97%
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Grade 3 - Percentage of students below grade level based on the NYS Extended Response Writing rubric

Criteria	Content & Analysis	Command of Evidence	Coherence, Organization, & Style	Overall
Grade 3	90%	90%	89%	89%

Grade 4 - Percentage of students below grade level based on the NYS Extended Response Writing rubric

Criteria	Content & Analysis	Command of Evidence	Coherence, Organization, & Style	Overall
Grade 4	78%	65%	62%	66%

Grade 5 - Percentage of students below grade level based on the NYS Extended Response Writing rubric

Criteria	Content & Analysis	Command of Evidence	Coherence, Organization, & Style	Overall
Grade 5	80%	86%	67%	74%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2. In order to reach this goal, we will implement the following for the 2013-2014 School Year:

- Beginning in September 2013, all students will engage in reading grade-level rich and complex texts on a daily basis.
- Students in grades 2 – 5 will complete a standards-based performance task in which they inform or construct an argument supported by text-based evidence on a weekly basis.
- Data Team, Instructional Cabinet, and teachers will develop instructional focus based on analyzed trends and create small groups to address students' specific text-based argument writing needs.
- Teachers of ELLs will develop and implement lessons with language objectives that target English Language skills to acquire, interpret, apply, and transmit information for learning and personal use, based on appropriate levels of English proficiency.
- Teachers of Special Ed. will develop scaffolds for text-based argument writing using the UDL and other research-based strategies.
- PD with ESL teachers using language checklist and developing language objectives that support text-based argument writing
- PD on CCLS Instructional Shifts, Close Reading, Thinking Maps, EAEE framework, analyzing data, questioning and discussion techniques, engagement, and other initiatives that arise.
- PD with Special Education teachers on using UDL modalities.
- Low inference observations/class inter-visitations.
- Monthly grade meetings to report on student progress.
- Vertical Literacy Team monthly meetings.
- Vertical ESL and Special Education team bi-monthly meetings.
- Literacy planning sessions.
- Lab sites for literacy: Close Reading, Traits writing, EAEE (Echo, Answer, Explain, Example) framework.
- Coaching by teacher mentors, ESL Coordinator, Math Coach, and Assistant Principals.
- Small group instruction in all grades

3. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include the Data Team members, which meet weekly to analyze student performance and determine next steps. This team is a vertical team, which teacher leaders from each grade level, as well as out of classroom personnel. This information is also shared with the Instructional Cabinet, which meets weekly, and makes decisions on professional development for teachers so that they may increase student achievement in focused areas. The professional development and new school-wide initiatives will be communicated by administration and/or the members of this team.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will evaluate the progress by organizing the Data Team to collect and review ELA performance tasks on a monthly schedule. Teachers will administer two performance tasks a month, with one being collected for analysis. The task will require students to read a complex text and respond to a prompt using text-based evidence. The task will be scored by the teacher, who will organize the results according to the components of the NYS Extended Response Rubric (Grade 2 will use the one for Grade 3.) This rubric encompasses the areas of; content and analysis; command of evidence; coherence, organization, and style; and control of conventions. The Data Team will review the scores of each section of the rubric, as well as examine a piece of student work that represents each level (1, 2, 3, 4) in each class. This Data Team, which has a representative from each grade level, will take the analysis back, as well as further analyze class data with the teachers as part of a grade level team. Decisions will be made in terms of adjusting curriculum and making groups to support student needs. The Data Team will continue to monitor the progress of students each month throughout the year. This data will also be shared with the Instructional Cabinet to make school-wide decisions, determine students who need intervention services, as well as plan for professional development to improve teacher practice for student achievement in reading and writing.

5. Timeline for implementation and completion including start and end dates

The performance tasks will be conducted on the 2nd and 4th Friday of each month. The task administered on the 2nd Friday will be collected on the following Wednesday, to then be discussed and analyzed at the next Data Team meeting and Instructional Cabinet meetings. This structure is put in place to secure a routine for the administration, collection, scoring, and data analysis surrounding student work to have an impact on teaching and instruction. The Literacy Team meets the 2nd Monday of the month to make decisions on school wide implementations and curriculum adjustments to turnkey to staff.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programming includes availing teacher leaders to take part in weekly data team meetings with necessary coverages for their classes. The Instructional Cabinet meets weekly, grade conferences occur on a monthly basis, and Literacy Team members stay after-school once a month for meetings. Common preps amongst grade level teams occur between 3-4 times per week, so that information can be turn-keyed, analyze data, and plan for instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The results of student performance and progress on the performance tasks will be communicated to parents. This work will be followed up with workshops surrounding Close Reading, text complexity, Common Core Learning Standards, and other initiatives to help parents support their students. Information regarding aspects of the NYS ELA exams will also be communicated to parents, both in written form, and during parent workshops, in 3 languages: English, Spanish, and Bengali.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	x	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of students will engage in developing mathematical fluency and deepen conceptual understanding in order to apply mathematics to problem solving and real-life situations. At least 60% of students will increase one level on the Math Exemplars rubric over the course of 3 Interim Problem Solving Assessments (IPSA).

Comprehensive Needs Assessment

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

Data meetings conducted at the beginning of the school year revealed a school-wide need to improve students' application of math content and strategies in problem solving. The data for the current grades 3, 4, and 5 for the baseline IPSA is as follows:

Grade 3 - Percentage of students below grade level in each criteria of the Exemplar Rubric

Criteria	Problem Solving	Reasoning & Proof	Communication	Overall
Grade 3	74%	59%	12%	85%

Grade 4 - Percentage of students below grade level in each criteria of the Exemplar Rubric

Criteria	Problem Solving	Reasoning & Proof	Communication	Overall
Grade 4	54%	57%	55%	71%

Grade 5 - Percentage of students below grade level in each criteria of the Exemplar Rubric

Criteria	Problem Solving	Reasoning & Proof	Communication	Overall
Grade 5	84%	84%	86%	92%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

7. In order to reach this goal, we will implement the following for the 2013-2014 School Year:

- Beginning in September 2013, all students will engage in completing a rigorous math problem as a 'Problem of the Day' over the course of the week.
- Students in grades 2 – 5 will complete a standards-based performance task in which they apply their problem solving skills to an Exemplar problem, two times per month.
- Data Team, Instructional Cabinet, and teachers will develop instructional focus based on analyzed trends and create small groups to address students' specific needs in the areas of problem solving, mathematical content, and application.
- Teachers of ELLs will develop and implement lessons with language objectives that target English Language skills to acquire, interpret, apply, and transmit information for learning and personal use, based on appropriate levels of English proficiency.
- Teachers of Special Ed. will develop scaffolds for problem solving, using the UDL and other research-based strategies.
- PD with ESL teachers using language checklist and developing language objectives that support problem solving comprehension, as well as strategy application.
- PD on CCLS Instructional Shifts, Thinking Maps, problem solving lessons, the Exemplar Rubric, analyzing data, questioning and discussion techniques, engagement, and other initiatives that arise.
- PD with Special Education teachers on using UDL modalities.
- Manipulatives are being used school-wide to reinforce conceptual understanding
- Standard cohesive Problem Solving Strategies and Exemplar scoring rubrics consistently being used to monitor student progress on a school-wide basis.
- Mid-chapter checkpoints, and post-tests are used to monitor student progress and determine small group instruction.
- From the beginning of the school year, all K-1 students engage in subitizing to develop fluency, while Grades 2-5 implement differentiated Sprints to develop fluency.
- Low inference observations/class inter-visitations.
- Monthly grade meetings to report on student progress.

- Vertical Math Team monthly meetings coordinated by the math coach makes decisions on the implementation of the program and assessments used to evaluate the effectiveness of strategies being used school-wide. Grade leaders turnkey decisions to each grade.
- Vertical ESL and Special Education team bi-monthly meetings.
- Math planning sessions.
- Lab sites for math: Skill lessons, Strategy (Problem Solving) Lessons, Investigations (Inquiry-based) Lessons, Math Sprints.
- Small group instruction in all grades.
- Coaching by teacher mentors, ESL Coordinator, Math Coach, and Assistant Principals.

2. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include the Data Team members, which meet weekly to analyze student performance and determine next steps. This team is a vertical team, which teacher leaders from each grade level, as well as out of classroom personnel. This information is also shared with the Instructional Cabinet, which meets weekly, and makes decisions on professional development for teachers so that they may increase student achievement in focused areas. The professional development and new school-wide initiatives will be communicated by administration and/or the members of this team.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. We will evaluate the progress by organizing the Data Team to collect and review Math Exemplar problems on a monthly schedule. Teachers will administer two performance tasks a month, with one being collected for analysis. The task will require students to comprehend a rigorous, multi-step math problem, decide on a strategy, correctly implement the strategy, show and label work, and articulate a connection. The task will be scored by the teacher, who will organize the results according to the components of the Math Exemplar Rubric. This rubric encompasses the areas of problem solving, reasoning and proof, communications, connections, and representation. The Data Team will review the scores of each section of the rubric, as well as examine a piece of student work that represents each level (1, 2, 3, 4) in each class. This Data Team, which has a representative from each grade level, will take the analysis back, as well as further analyze class data with the teachers as part of a grade level team. Decisions will be made in terms of adjusting curriculum and making groups to support student needs. The Data Team will continue to monitor the progress of students each month throughout the year. This data will also be shared with the Instructional Cabinet to make school-wide decisions, determine students who need intervention services, as well as plan for professional development to improve teacher practice for student achievement in math.

5. Timeline for implementation and completion including start and end dates

1. The performance tasks will be conducted on the 2nd and 4th Friday of each month. The task administered on the 2nd Friday will be collected on the following Wednesday, to then be discussed and analyzed at the next Data Team meeting and Instructional Cabinet meetings. This structure is put in place to secure a routine for the administration, collection, scoring, and data analysis surrounding student work to have an impact on teaching and instruction. The Math Team meets the 3rd Monday of the month to make decisions on school wide implementations and curriculum adjustments to turnkey to staff.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programming includes availing teacher leaders to take part in weekly data team meetings with necessary coverages for their classes. The Instructional Cabinet meets weekly, grade conferences occur on a monthly basis, and Math Team members stay after-school once a month for meetings. Common preps amongst grade level teams occur between 3-4 times per week, so that information can be turn-keyed, analyze data, and plan for instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The results of student performance and progress on the performance tasks will be communicated to parents. This work will be followed up with workshops surrounding problem solving, fluency, mathematical content, Common Core Learning Standards, and other initiatives to help parents support their students. Information regarding aspects of the NYS Math exams will also be communicated to parents, both in written form, and during parent workshops, in 3 languages: English, Spanish, and Bengali.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	x	Title IIA	x	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.									

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, we will create a more proactive, positive school climate by applying the Positive Behavior Intervention Support to provide behavior support and interventions for individual student needs as evidenced by an increase of 5% on the Benchmarks of Quality assessment to 72%.

Comprehensive Needs Assessment

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

After close examination of the PBIS Benchmarks of Quality Assessment, the findings were that PS 112 scored 68% on the Assessment survey. Major areas of need to facilitate this improvement will be to consistently share and analyze PBIS data with the staff and families, having students have more autonomy in PBIS incentives and behavioral curriculum, and provide explicit strategies for office-managed behaviors, as in these areas we scored 0 out of 3 points.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The fundamental goal of every school is to create a safe, friendly and conducive learning environment so that all children can maximize their opportunity for learning during the school day. Research shows that there is a correlation between an effective and consistent behavior management system within a school and student achievement. There are many strategies that P.S. 112 will implement in order to our goal during the 2013-2014 school year, including:

- PBIS Team will meet on a monthly basis, facilitated by Dean.
- PBIS will be implemented with fidelity by all staff members through the use of 'gotcha tickets', think sheets, SWIS forms, and holding students accountable to the behavioral matrix.
- Grade level assemblies to reintroduce the PBIS program, teach into expected behaviors, and provide character development.
- Assemblies will celebrate cultural diversity, as part of our ABC's.
- Teachers will be given "Cool Tools", which are lessons to teach positive behaviors and student responsibility.
- Development of school-wide Behavioral Expectations
- PBIS Team will collaborate with the RTI Team to discuss and develop strategies for teachers to support students with behavioral needs in order to prevent special education referrals based solely on behavior.
- City Year will start and maintain the PBIS Store to support the implementation of the PBIS behavior matrix.
- Professional Development will be provided for teachers on behavior management, school-wide, as well as based on the Danielson Framework, during Lunch & Learns, committee meetings, faculty conferences, and extra preparation periods. This will also be addressed in cohorts of the Differentiated Professional Development meetings.
- Dean will facilitate teacher development by scheduling inter-classroom visitations of exemplary classrooms. Follow-up will include debriefing and application of positive behavior strategies with their students.
- PBIS Team will analyze the P.S.112 PBIS survey and the Learning Environment Survey in order to measure our progress towards the goal and to take appropriate actions accordingly
- Dean, Assistant Principal, and IEP Coordinator will participate in Respect for All PDs.
- Dean, Assistant Principal, and IEP Coordinator will participate in PBIS PDs
- School-Wide Information System (SWIS) will be enforced to create an accurate based data on referrals to be analyzed and utilized to drive behavior/environment improvement measures and activities.
- Dean will organize and coordinate outside vendors to provide school wide assemblies about bullying, self-esteem and all other PBIS related components.
- Increase student participation for PBIS through class parties and awards, as well as Student Government representative recommendations for student body input.
- Students will reinforce their adherence to the PBIS philosophy by reciting the PBIS pledge on a daily basis.
- Teachers will help reinforce expected behaviors by posting the "School-wide Behavioral Expectations in their classrooms.
- Dean will ensure that all staff is familiar with PBIS and that they have "gotcha tickets."
- Grade level monthly celebrations to teach into character development, address student concerns, and celebrate student achievements.

2. Key personnel and other resources used to implement each strategy/activity

1. All personnel are expected to embody and enforce the qualities of PBIS. The Dean will organize PBIS meetings and ensure the necessary environmental, procedural, and data collecting processes to ensure fidelity.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The PBIS Team will review last year's data from the Benchmarks of Quality Assessment. A mid-year assessment will occur in January to analyze progress and next steps. The final Benchmarks of Quality will be completed in June 2014.
- 4. Timeline for implementation and completion including start and end dates**
5. In October and November, the PBIS team will analyze the results of the June 2013 Benchmarks of Quality to develop an action plan to reach our goal. A mid-year assessment will be conducted in January. The final Benchmarks of Quality Assessment will be administered in June 2014.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The PBIS Team meets monthly to discuss school wide initiatives and assess progress in implementation. New ways to recognize and promote student behavior, attendance, and engagement will be developed. The Dean will facilitate assemblies in which different classes prepare and perform in. These assemblies are open to the school and the surrounding community to celebrate diversity.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Increase parental involvement through workshops surrounding PBIS, as held by the Dean and Parent Coordinator. Parents will be provided with a "Home Matrix" for so that students can continue to embody the aspects of PBIS, such as: Accept Responsibility, Be Respectful, Celebrate Diversity, and School Safety. This will also be included during PTA meetings. More information will be communicated through the PBIS bulletin board, as well as a P.S. 112 School Safety newsletter.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
 - 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
 - 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
 - 4. Timeline for implementation and completion including start and end dates**
 - 5.
 - 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

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

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

		<p>Academy for Success Afterschool-guided reading and strategy lessons based on students' data</p> <p>Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - strategy lessons based on students' data</p> <p>Method of Delivery-small group during</p> <p>Academic Intervention Services provided by Out of Classroom Personnel-skills lesson and strategy lessons based on students' data</p> <p>Method of Delivery-small group during the school day</p> <p>City Year Afterschool multi-disciplinary</p> <p>Method of Delivery-small group afterschool</p>	<p>Afterschool</p> <p>During school</p> <p>During the school day</p> <p>Afterschool</p>
<p>Science</p>	<ul style="list-style-type: none"> • Use of hands-on tools (e.g. scales) • Experiments using the scientific processes • Experiments using real-life problems • Repeated reading • Interactive writing • Close reading of questions and text • Questions read aloud • Level appropriate text and task • Visuals • Peer-work/ Group work 	<p>City Year Support guided reading and strategy lessons based on students' data</p> <p>Method of Delivery-small group during the school day</p> <p>In-class Intervention</p> <p>Method of Delivery-one to one conferences/ Small Group</p>	<p>During the school day, before and afterschool</p> <p>During the school day, before and afterschool</p>

	<ul style="list-style-type: none"> • Use of tracker • Think Alouds • Time modifications • Assignment length modifications • Use of technology • Dictation and scribing • Task managing tools (e.g. use of index cards) 	<p>Title III Afterschool- guided reading and strategy lessons based on students' data with language objectives embedded within their lessons.</p> <p>Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academy for Success Afterschool- guided reading and strategy lessons based on students' data</p> <p>Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - strategy lessons based on students' data</p> <p>Method of Delivery-small group during</p> <p>Academic Intervention Services provided by Out of Classroom Personnel-skills lesson and strategy lessons based on students' data</p> <p>Method of Delivery-small group during the school day</p> <p>City Year Afterschool multi-disciplinary</p> <p>Method of Delivery-small group afterschool</p>	<p>Afterschool</p> <p>Afterschool</p> <p>During school</p> <p>During the school day</p> <p>Afterschool</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> • Use of hands-on tools (e.g. maps) 	<p>City Year Support guided reading and strategy lessons based on students'</p>	<p>During the school day, before and</p>

	<ul style="list-style-type: none"> • Experiments using real-life problems • Repeated reading • Interactive writing • Close reading • Questions read aloud • Level appropriate text and task • Visuals • Peer-work/ Group work • Use of tracker • Think Alouds • Time modifications • Assignment length modifications • Use of technology • Dictation and scribing • Task managing tools (e.g. use of index cards) 	<p>data</p> <p>Method of Delivery-small group during the school day</p> <p>In-class Intervention</p> <p>Method of Delivery-one to one conferences/ Small Group</p> <p>Title III Afterschool- guided reading and strategy lessons based on students' data with language objectives embedded within their lessons.</p> <p>Method of Delivery-small group during Zero Hour and afterschool</p> <p>Academy for Success Afterschool- guided reading and strategy lessons based on students' data</p> <p>Method of Delivery-small group during afterschool</p> <p>Excel in Excellence - strategy lessons based on students' data</p> <p>Method of Delivery-small group during</p> <p>Academic Intervention Services provided by Out of Classroom Personnel-skills lesson and strategy lessons based on students' data</p>	<p>afterschool</p> <p>During the school day, before and afterschool</p> <p>Afterschool</p> <p>Afterschool</p> <p>During school</p> <p>During the school day</p>
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		<p>Method of Delivery-small group during the school day</p> <p>City Year Afterschool multi-disciplinary</p> <p>Method of Delivery-small group afterschool</p>	<p>Afterschool</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Use of games • Use of role play • Shared reading • Counseling through art • Puzzles to improve problem solving skills • Computer programs • Peer work/ Group work 	<ul style="list-style-type: none"> • Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates • Counseling intervention is also provided for those students who have been suspended. Conflict mediation sessions are conducted by the Dean/ Crisis Intervention Specialist. • Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments; behavior intervention plans, group discussions, teacher and school staff consultation; student interview, individual sessions • Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values, etc. 	<p>During the school day</p> <p>During the school day, before and afterschool</p> <p>During the school day</p> <p>During the school day</p>

		<ul style="list-style-type: none">• Monitor students with asthma, diabetes, and seizures Administer medication	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Quality instruction is delivered by Highly Qualified Teachers. Recruitment to fill vacancies with Highly Qualified Teachers will encompass not only the use of the Open Market Transfer system, but also the use of Professional Group Forums such as NABE, NCTM, and NCTE.
To ensure that the current staff becomes highly qualified, there is on-going professional development that highlights best practices. Teachers in need of specialized certification will be given an opportunity to receive support in preparing for teacher certification exams. They will receive materials and partner with master teachers in preparation for certification exams. Teachers are encouraged to participate in inter and intra-grade visitation.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
PD plan that enable all students to meet Common Core State Standards are as follows: Tier I - <ul style="list-style-type: none"> • On-going school-wide PDs to train all staff on various school initiatives (such as: close reading, math problem solving, data analysis, instructional shifts, curriculum, engagement, questioning & discussion techniques) and to address school-wide needs. Tier II - <ul style="list-style-type: none"> • PD Team that collaboratively plans, organizes, and conducts professional development opportunities, which target the interests & needs of individual teachers, based on the Professional Development Needs Survey, as well as data from classroom observations conducted by administrators. • On-going support through Lunch & Learns, grade conferences, afterschool PDs and off-site PD opportunities. Tier III- <ul style="list-style-type: none"> • Development of a comprehensive framework for differentiated PD plan for teachers that would support the individual teacher's needs in two cycles of 3 cohorts, based on Domains 1, 2, & 3 of Danielson's framework.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Various Federal, State and local funds that we receive are coordinated and integrated to provide access for all. We provide various educational opportunities to meet the needs of all our children, including STH. No subgroups are denied access to any of our programming. Rather, we utilize the different funding sources to provide the different support necessary for all groups to succeed.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

In order to help pre-K students transition into Kindergarten, we will conduct the following:

- Host an Open House for parents to visit the rest of the school and engage with the school community
- Conduct workshops for families, including, but not limited to: assisting families in the kindergarten application process, PBIS, helping your child at home, Cook Shop, ESL strategies, and Special Education & RTI processes
- Inter-visitations of Pre-K students into Kindergarten classrooms with a 'buddy' system
- Include Pre-K students in some of our programs for other grades, such as Tae Kwon Do and Cook Shop
- Include Pre-K teachers in professional development opportunities aligned with the rest of the school
- At the end of the school year, hold a 'Meet the Teacher' event for parents and students
- Set up a forum for articulations between the Pre-K and Kindergarten teachers to discuss students strengths, needs, and motivations to help with the upcoming transition

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are involved in the use and selection of assessments in a variety of ways and across teams. We have the Measures of Student Learning Committee, which works with administration, to determine the assessments chosen to administer to utilize for the MoSL portion of the Advance teacher evaluation system. The Instructional Cabinet meets with administration and has representatives from each area, including math, literacy, ESL, and Special Education to make decision on assessments and data, to then develop professional development topics and workshops. The Cabinet also determines the cycle for collecting both literacy performance tasks, as well as problem solving assessments in mathematics, so that there is a system for assessment administration, scoring, data collection, analysis, and then transfer to professional development. After the results of these assessments are collected and analyzed by the Cabinet, the whole-school findings are transferred to the Data Team, which has a member from each grade level. Each teacher who is a member of the Data Team then takes the information back to their grade level team, which meets for inquiry twice per month to make decisions on how to modify instruction. The decisions that are made during this time continue to be implemented during the multiple common preps provided to teachers, so that they may plan for gaps in curriculum and student learning. The Literacy Team and Math Team also meet with representatives from each grade level to look at assessments by comparing them to the PARCC assessments and make decisions on whether to use curriculum based assessments, previous assessments, or teacher-created assessments. This time is also used to continue to develop the grade level leaders in these areas based on the data analysis.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 30	Borough Queens	School Number 112
School Name Dutch Kills School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Rafael Campos Gatjens	Assistant Principal Nayeon Naomi Hwang
Coach Math - Maria Tzortzatos	Coach type here
ESL Teacher Eun Kyung Cindy Kim	Guidance Counselor Iris Manners
Teacher/Subject Area Dina Dente/Gr. 4 Teacher	Parent Lateshe Lee
Teacher/Subject Area Kirsten Humphrey/Gr. 5 Teacher	Parent Coordinator Serena Page
Related Service Provider Lisa Ramos - Speech	Other type here
Network Leader(Only if working with the LAP team) Daisy Concepcion	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	444	Total number of ELLs	95	ELLs as share of total student population (%)	21.40%
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Part II: 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	22	20	11	0	0	8								61
Push-In	2	5	2	12	8	5								34
Total	24	25	13	12	8	13	0	95						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	86	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	86		12	8		5	1		1	95
Total	86	0	12	8	0	5	1	0	1	95

Number of ELLs who have an alternate placement paraprofessional: 3

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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	7	19	8	8	4	7								53
Chinese	1	1	0	0	0	0								2
Russian	0	0	0	0	0	0								0
Bengali	16	5	3	4	4	4								36
Urdu	0	0	0	0	0	0								0
Arabic	0	0	2	0	0	1								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	1								1
TOTAL	24	25	13	12	8	13	0	95						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	11	3	0	2	2	3								21
Intermediate(I)	4	6	2	3	5	4								24
Advanced (A)	9	16	11	7	1	6								50
Total	24	25	13	12	8	13	0	95						

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	3	0	1	0	4
5	7	0	0	0	7
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	2		2		1		0		5
5	8		3		0		0		11
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		4		1		11
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 -

It is imperative that we assess the early literacy skills of our ELLs. P.S. 112 uses the New York City Performance Assessment (MoSL) for grades K - 2, and we assess reading levels through the use of the Fountas and Pinnell Benchmark Assessment System for students in grades K - 5. In addition, we use language checklists to monitor and address language specific needs of our students. ELL students who are below grade level reading benchmarks receive targeted instruction through small-group strategy groups. This is aligned with our school's instructional plan in that we need to address the specific areas of need for individual students. School staff is intent on developing instructional goals, methods, materials, and assessments that work for each student; not a single, one-size-fits-all solution, rather flexible approaches that can be customized and adjusted for individual needs. The school uses a vertical data team as well as grade level data teams to examine and analyze current data on student progress. As a result of this examination, practical "Next Steps" are planned out for the student, grade, and school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2.

Data patterns across proficiency levels on the LAB-R and the NYSESLAT reveal pertinent data that tailors programming and delivery of instruction.

Our largest proficiency level from grades K - 5 are our Advanced students. They make up more than half of our ELL population.

The largest group of Beginners is in our kindergarten.

There are close to twice the number of ELLs in grades K - 2 as there are in grades 3 - 5.

Students in the upper grades are receiving additional support in Reading and Writing, since it is within those modalities that they need the most language development. Overall, examination of data patterns enables teachers and support staff to target specific areas of need. Specifically, students in grades K - 2 are receiving more targeted instruction to address Listening and Speaking skills while students in grades 3 - 5 are receiving more targeted instruction to address Reading and Writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

3.

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

Information about Annual Measurable Achievement Objectives is used for programming and planning purposes.

AMAo #1 - Percentage of Students Making Progress in English:

This data reveals that 75% of our ELLs made progress, moving from one Proficiency level to a higher one.

AMAo #2 - Percentage of Students Attaining English Language Proficiency:

This data reveals that 26% of our ELLs achieved English Language Proficiency.

4. For each program, answer the following:

- a. 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?

4.

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

- * There is greater number of Advanced Students than Beginner or Intermediate students.
- * The highest number of Beginners are in kindergarten.
- * Most of the ELLs in grades 1, 2, and 3 are Advanced.
- * Intermediate students in grade 4 moved proficiency levels from grade 3 Beginners.
- * There is a balance between the number of Advanced students with the number of Beginners and Intermediate students in grade 5.
- * There is an average of about four Intermediate students on each grade.
- * There is an average of about 2 Beginner students in grades 1 - 5.

b. P.S. 112 Q has not administered the ELL Periodic Assessment for at least two years.

c. Our literate English Language Learners are consistently trained to use native language resources to assist in developing content knowledge. Students use bilingual dictionaries as well as math and science glossaries throughout the day and throughout the year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P.S. 112 uses data to guide instruction for ELLs within the Response to Intervention framework.

To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RtI) model is in place. The interventions used support ELLs under the RTI structure, are designed based on research based instruction that is linguistically and culturally appropriate for ELLs, and use assessments to guide daily instruction (Tier1), as well as instructional routines and interventions in Tiers 2 and 3.

RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support—one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level.

Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction is tailored to meet ELLs' language needs and is incorporated into research-based intervention strategies.

6. How do you make sure that a child's second language development is considered in instructional decisions?

All parents of newly admitted ELLs are invited to a Parent Orientation where they are given an option for the the type of program they would like their child to be placed in. Information on the child's educational history is used to make determinations on grouping. A child's second language development is considered in instructional decisions. Instruction for ELLs by classroom teachers, support staff, and content are teachers focuses on content as well as language development and acquisition. Lessons are carefully planned with both learning targets in mind. Each lesson ensures that students are working towards meeting a language objective. All teachers teach in such a way that they are building the student's English language skills.

7. 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?

We do not have any dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs through a breakdown of our subgroups on our Progress Report. An evaluation of our students' NYSESLAT scores show significant gains from year to year. Data teams look at the subgroup of ELLs to examine progress in school-wide assessments. In regards to State ELA, Math, and Science data, we have seen that the ELL subgroups have made the most progress out of all the subgroups in the school.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1.

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

2. 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.

2.

P.S. 112 both respect and value the involvement of parents in all facets of educational process. We therefore make sure that our parents are well informed of the educational choices they have for their children. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). As per the Aspira Consent Decree and part 154, new students entering the system who are determined eligible (according to HLIS) for Language Assessment Battery Revised (LAB-R) are screened, tested, and placed in an ELL program within 10 calendar days of admittance. When students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through

written notices in English, Spanish, and Bengali) to a parent orientation. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and Freestanding ESL Programs. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. Key pedagogues within the school community help facilitate translation and explanation of services. Our Parent Coordinator translates information and provides explanations in Spanish. Our Parent Advocate translates and explains information in Bengali. One of our paraprofessionals facilitates in Arabic. Parents are given an opportunity to watch a video that explains program models in their home language and are also provided with brochures in their home language that explain the above program models. Parents are given the opportunity to visit classrooms to view the programs being offered. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. The parents are then given options to select what program their ELL child will participate in for the academic year 2013 - 2014 through the completion of the Parent Survey. Parents who have previously chosen a TBE/DL program are informed of when such a program would be made available. In addition to the two large-scale ELL Parent Orientations that were held in September of 2013, our ESL Coordinator, with the assistance of the Parent Coordinator and bilingual staff, conducts on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children. We will conduct an ELL parent meeting at least once every marking period.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3.

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

4. 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.

4.

ELLs in Free Standing English as a Second Language programs receive all instruction in English. Students identified as requiring ESL services are given placement letters for the school year. Students identified with the NYSESLAT are given Continued Entitlement letters and Continuation of Services letter in English, Spanish, Bengali, Chinese, or Arabic, where appropriate. Students who are identified by the LAB-R are informed of program placement until Parent Surveys and Program Selection Forms are collected and evaluated to determine year-long program placement. P.S. 112 firmly believes in honoring parent choice. Students of parents whose first choice is Freestanding ESL are maintained in current placement. Parents who choose TBE or DL programs meet with our parent Coordinator to discuss parental options. All communication and meetings with parents incorporate translation services in Bengali, Spanish, and Arabic. For low incidence languages, DOE translation services are utilized. In accordance with the individual student's results of the LAB-R and New York State English as a Second Language Achievement Test, students receive the mandated hours of ESL instruction. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. For the 2013 – 2014

school year, P.S. 112 has a self-contained kindergarten class, first grade class, second grade class, and fifth grade class taught by fully certified ESL teachers. All other grades (3rd and 4th) have a push-in ESL model with fully certified ESL teachers providing all mandated hours of ESL services.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5.

After reviewing the Parent Survey and program Selection forms for the past few years, the trend in program choices that parents have been requesting is the Freestanding English as a Second Language Program. All but two of the parents who attended the first two ELL Parent Orientation Meeting chose Freestanding English as a Second Language as their first choice. Two of the attending parents chose TBE or DL as their first choice. Notices were sent to parents in English, Spanish, and Bengali to those who did not attend either of the first two orientation meetings. By default, parent choice for those parents who did not attend meetings or return Parent Surveys or Program Selection forms is Transitional Bilingual Education. The trend in our school for the past few consecutive years is that parents have consistently and overwhelmingly chosen ESL. As part of our data collection, programs offered in our school reflect this trend of parent choice.

6. 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.) 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. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1.
 - a. All our English Language Learners (ELLs) receive language instruction through Freestanding English as a Second Language (ESL) program models. Freestanding ESL programs provide instruction in English, emphasizing English language acquisition. Students in freestanding programs come from many different native language backgrounds, and English is the common language among students. In kindergarten, first, second, and fifth grade, students receive ESL instruction in Self-Contained ESL classes. ELLs are grouped together in one class for the entire school day and for all content instruction. In grades three and four, ESL services are provided using a Push-In model. A fully certified ESL teacher works with ELLs during content instruction. The ESL teacher and classroom teacher collaborate so as to align content area instruction with language acquisition and vocabulary support.
 - b. The program models used at P.S. 112 is Heterogeneous. Students are grouped in mixed proficiency levels.
2. 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)?

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

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

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.
 3.
Content area instruction is a critical component of language acquisition. Research shows that language proficiencies are closely

related to academic language. Much of the academic language, or Tier 2 and Tier 3 words are low-frequency words that are found mostly in content area lessons. Students in all grade levels have bilingual dictionaries available in the classroom. It is an easy reference and clarification tool. When reading texts on their own, students can look up unknown words and ensure their own comprehension. ESL Push-In services often take place during content area instruction and lessons for ELLs are scaffolded as individual students' language levels are taken into consideration. Instruction is delivered in English with multiple means of entry points for varied language levels of students. Teachers make use of visuals and increase student engagement through partner and group work. All lessons are centered around the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4.

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

English Language Arts will be taught explicitly in our ESL classes through Word Study, Shared Reading and Writing, Reader's & Writer's Workshop, and in the Science and Social Studies content areas through carefully planned lessons using various ESL strategies. ESL teachers and classroom teachers will work together to scaffold the lessons to meet the language needs of our ESL students. P.S. 112 follows the workshop model to allow for the gradual release of responsibility within student learning. This model of teaching and learning takes place during Reader's and Writer's workshop as well as within the Go Math lessons.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers of ELLs meet twice a month during an ESL Vertical Team meeting. During this meeting, team members examine data that reflects students' proficiencies in each of the four modalities. Each teacher then groups students and creates an action plan for specifically addressing needs particular to each modality. Subsequent meetings allow for sharing of best practices as well as tuning of lessons. This is done throughout the year to ensure that our ELLs language needs are appropriately being evaluated and addressed through differentiated instruction.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a. Students with Interrupted Formal Education are students in grade 3 or higher who are at least two grade levels behind their age appropriate grade. These students need scaffolded instruction in order to help them bridge the academic gap between themselves and their peers. In order to best support the special needs of these students (in addition to the mandated 360 minutes of ESL), fully certified ESL teachers will provide intensive small group intervention 3 periods a week using Imagine Learning English. ESL AIS providers will support SIFE through an accelerated and explicit teaching of academic language. They will use the Sleuth component of the REady Gen Reading curriculum to support them in small group settings with individualized attention to meet their special needs. Title III ELL Academy After School for SIFE and Saturday Academy. During the ESL AIS during the day and in Title III After School programs, SIFE

students receive supplemental services to target specific language and literacy needs. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can be continuously modified to fit the students' special needs. The AIS team will have monthly meetings to discuss the needs of these students. The Parent Coordinator, as a member of the AIS team, will collaborate with the team members to reach out to parents of these SIFE.

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

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

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

e. Our former ELLs continue to receive support services for two years after attaining English language proficiency. Data shows that there is a population of Former ELLs who are identified as being part of the bottom one-third of our tested students. As a result, we are providing small-group instruction for those students to target specific literacy and math skills.

7. 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?

Teachers of ELL Students with Disabilities (SWDs) need to provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDs use grade-level Go Math, FOSS Science, and Harcourt Social Studies materials. Lessons are scaffolded and differentiated to address specific needs of students. Instruction is further driven by IEPs that mandate ESL instruction. ESL is often delivered through content area instruction. Students are given precise scaffolds to enrich their understanding of content while developing language acquisition skills. ELL-SWDs whose IEP mandates bilingual instruction receive bilingual support services through contracted providers. Daily classroom instruction is aided by a bilingual para. It is imperative that ESL teachers maintain on-going dialogue and articulation with Special Education teachers. The students' IEPs will be reviewed carefully by the push-in ESL teacher, classroom teacher, IEP teacher and the Academic Intervention Services (AIS) team in order to best meet the educational goals stated on the IEP. Formal and informal assessments will also be reviewed and analyzed by the AIS team. The AIS team, along with the classroom Special Ed. teacher will identify the stumbling blocks of progress: disability verses challenge caused by linguistic needs. When appropriate, teachers will provide the support of native language as well. Students will have accessible to them books in their native language, content-area specific bilingual glossaries,

and electronic translators. ESL teachers will work hand in hand with the IEP teacher and the classroom Special Ed. teacher to bridge resources between the two areas. Push-in ESL teachers and classroom teachers will attend professional development to learn best co-teaching methods. ELL-SWDs will be eligible for all academic intervention opportunities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

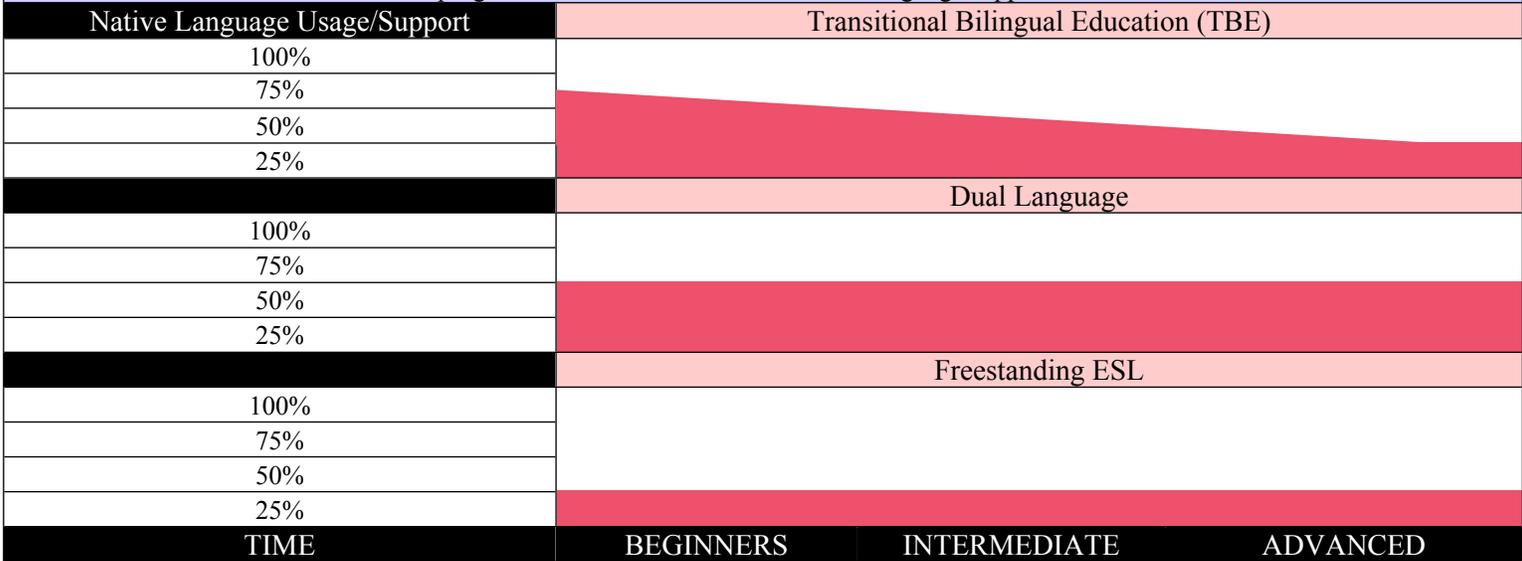
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Targeting intervention programs for ELLs is necessary to meet the specific needs of this population of students. Upon examination of standardized testing data, P.S. 112 is intent on providing abundant academic supports to our ELLs in all content areas. In ELA, classroom teachers and service providers are using Focus Reading and Guided Reading for ELLs. School staff is closely looking at the Common Core Learning Standards, with special attention given to College and Career Readiness anchor standards. With a clear framework of what our students need to be able to be part of our productive future, we are able to take a closer look at grade-level goals with an overarching goal in mind. Here, we can pay close attention to Reading, Writing, Speaking and Listening, and Language standard. This is done with a language specific goal imbedded within Language Arts and ESL lessons. In Math, there is a separate ESL component that provides language-rich scaffolds with math lessons as part of the Go Math program. Special attention is given to content specific vocabulary and Tier II language that data reveals our students are lacking. We have targeted small-group instruction for Intermediate and Advanced ELLs in grades 3 - 5 to specifically address language demands of the ELA.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program for ELLs is meeting the needs of our students in both content and language development. This effectiveness can be rated by the increase levels of proficiencies for most of our students. In addition, the ESL subgroup made the greatest percentage of progress on the NYS Math and ELA. Through weekly ESL meetings, we evaluate the effectiveness of programming for our ELLs. All teachers of ELLs review past and current data of their ELL students.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, supplemental services will be offered to Former ELLs.

We will have targeted instruction through small groups for High Achieving ELLs.

Within the RtI Framework, we will have ESL certified teachers designated to support our struggling ELLs in need of Tier 2 and Tier 3 Interventions.

We will continue to enhancing instruction through technology specifically for ELLs to develop language, literacy, and math.

12. What programs/services for ELLs will be discontinued and why?

The Title III Morning Program will be discontinued due to staffing issues.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. Invitations for Extended Day, After School, Clubs, Enrichment programs, etc., are distributed to all students, regardless of ELL status. If there is a limit on the number of spaces available, students are selected on a first come, first served basis. As a result, many of our ELLs are involved in Extended Day, Tae Kwon Do, City Year After-School, Metropolitan Opera Guild, Basketball, and Story Studio.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson. Smartboards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich environments to enhance language learning for all subgroups. ELL students have access to content specific bilingual glossaries. They also have access to electronic translators to assist with Tier II and Tier III vocabulary. Classrooms are also supplied with baskets of books written in languages other than English to support literacy skills, transferring from students' NL to EL. Our school community is committed to developing all our students literacy skills, including our ELLs. Teachers are equipped

with knowledge of the Common Core Learning Standards and the overarching College and Career Readiness anchor standards provide a framework for driving grade appropriate lessons. Literacy instruction is closely aligned with New York’s Common Core State Standards. In math, the Go Math program differentiates within each lesson for English Language Learners. The FOSS Science program allows for language scaffolds as the science inquiry process is woven throughout content instruction, experience, and language development. Our Social Studies curriculum pays close attention to necessary grade appropriate content and also allows for rich multicultural lesson that celebrate the diversity of our school community. Overall, our school community believes that we can not deliver instruction through a “cookie cutter” model. Rather, specific needs of individual students are carefully examined in order to ensure access to quality education for all students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered by certified teachers and school staff who can communicate in a language other than English. Instruction is delivered through the ESL model. Students are also given training and opportunities to use bilingual resources to aid in their acquisition of content and language.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

All required services support and correspond to each of our English Language Learner’s age and grade level. Teachers use developmentally appropriate materials and content to deliver instruction. ELLs’ ages and grade levels are considered as teachers use materials that may be of lower level, yet of high interest, depending on the grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Currently, we do not offer any language electives.

19. For schools with dual language programs:

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

We do not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1.

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

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

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

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

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

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

--March: Best Practices for ELLs Study Groups.

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

2.

Teachers of ELLs are offered year-round professional development in supporting ELLs as they engage in the Common Core Learning Standards.

Professional Development Topics include:

- * Creating CCLS Aligned Reading Workshop Lessons using Ready Gen
- * Subitizing for Mathematical Fluency
- * Analysis of Fountas and Pinnel Reading Assessments
- * Creating CCLS Aligned Writing Workshop Lessons using Traits Writing
- * Creating CCLS Aligned Math Workshop Lessons using Go Math
- * Aligning CCLS Listening, Speaking, and Language Standards with current Units of Study

3.

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

4.

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

D. Parental Involvement

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

1.

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

2.

There are several Community Based Organizations that have partnered with P.S. 112 Q to provide further support and enrichment for our students. We are partnered with Urban Arts through the Story Studio grant. We also work with the United States Tae Kwon Do Education Foundation. Finally, we have a strong working relationship with City Year.

3.

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

4.

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 112 Q: The Dutch Kills

School DBN: 30Q112

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafael Campos-Gatjens	Principal		11/15/13
Naomi Nayeon Hwang	Assistant Principal		11/15/13
Serena Page	Parent Coordinator		11/15/13
Eun Kyung Cindy Kim	ESL Teacher		11/15/13
Lateshe Lee	Parent		11/15/13
Dina Dente	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
Maria Tzortzatos	Coach		11/15/13
	Coach		
Iris Manners	Guidance Counselor		11/15/13
Daisy Concepcion	Network Leader		11/15/13
Lisa Ramos	Other <u>Speech Teacher</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** Network: **412**

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>95</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: <u>4</u> # of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

Current analysis of data trends for our school for the past two years show that the greatest growth in progress made takes place in our subgroup of early childhood beginner ELLs. As a result, we will continue to target Beginner and Intermediate K, 1, and 2 grade students to develop language acquisition skills focusing on all four language modalities. These students will benefit from focused instruction in a small-group setting with a highly qualified certified teacher.

Dates: 12/03/13 - 04/09/14

Subgroups and Grade Levels of Students to be served (Target Population): Grades K, 1, & 2 Bs & Is

Schedule and Duration: Tuesdays and Wednesdays; 3:00 - 4:00 pm

Language of Instruction: English

and Types of Certified Teachers: 3 Teachers with both ESL and Early Childhood Licenses

Types of Materials: Getting Ready for the NYSESLAT, Sets of Fountas and Pinnell Leveled Trade Books

Rationale:

Research shows that brain functions are stronger and more alert in the morning so that students are better able to process material. Children wake up fresh and ready to start the day. As a result, we believe that a Before-School program will yield positive learning results. The Title III Before-School Program will target grade-specific academic language strategies for listening, speaking, reading, and writing. Teachers work with a small group of students in grades 3, 4, and 5. Teachers will focus on developing Tier 2 vocabulary and comprehension in language acquisition. Tier 2 words represent the more sophisticated vocabulary of written texts. Mature language users use such words with regularity, but students encounter them less frequently as listeners. As a result, these words are unknown to many of our learners. Because of their lack of redundancy in oral language, tier 2 words present challenges to students who primarily meet them in print.

Dates: 12/10/13 - 3/28/14

Subgroups and Grade Levels of Students to be Served (Target Population): Grade 3, 4, & 5 Is & As

Schedule and Duration: Tuesday, Wednesday, and Thursday mornings; 7:15 - 7:55

Language of Instruction: English

and Types of Certified Teachers: 3 Teachers with ESL Licenses

Types of Materials: Getting Ready for the NYSESLAT, The CARS & New York STARS CCLS

Part B: Direct Instruction Supplemental Program Information

Rationale:

Current Analysis of School-wide from the New York State ELA and Math Assessments reveal that there is a subgroups of ELLs and Former ELLs who are consistently performing at the bottom one-third of the school on these Exams. As a result, there is a need to provide small-group instruction with a focus on Academic Language in English Language Arts and Mathematics.

Dates: 3/25 /14 - 4/30/14

Subgroups and Grade Levels to be Served: Grades 3, 4, and 5 ELLs and Former ELLs

Schedule and Duration: Tuesdays and Wednesdays; 3:00 - 5:00 pm.

Language of Instruction: English

and Types of Certified Teachers: 3 Teachers with ESL Licenses

Types of Materials: The CARS & New York STARS CCLS and CARS, New York STARS CCLS, and Extensions in Reading Book Collections focus on the 12 key reading strategies to improve students' reading ability.

- Finding main idea
- Recalling facts and details
- Understanding sequence
- Recognizing cause and effect
- Comparing and contrasting
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Distinguishing fact from opinion
- Identifying author's purpose
- Interpreting figurative language
- Summarizing

Comprehensive Math Assessment

Rationale:

ELLs and Former ELLs need additional support in developing their Academic and Content Area Vocabulary. Tier 2 and Tier 3 Vocabulary words have an indisputable impact on the development of Content Area Knowledge. As a result, we feel the need to provide our ELLs and Former ELLs with a Science Academy to specifically target these skills.

Dates: 5/20/14 - 5/21/14

Subgroups and Grade Levels to be Served: ELLs and Former ELLs - Grade 4

Schedule and Duration: Tuesday and Wednesday; 3:00 - 5:00

Language of Instruction: English

and Types of Certified Teachers: 1

Types of Materials: Core Knowledge Nonfiction Trade Book Sets

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Rationale:

NYSESLAT eligible students need explicit practice in seeing question types and test settings to prepare for the four subtests of the NYSESLAT. Students will persevere through accurate test settings to feel familiar with how the test will be formatted and timed. Students also need explicit opportunities to practice speaking and listening.

Part B: Direct Instruction Supplemental Program Information

Dates:	5/6/14 - 5/7/14
Subgroups and Grade Levels to be Served:	ELLs in (K), (1&2), (3&4), and grade (5)
Schedule and Duration:	Tuesday and Wednesday; 3:00 - 5:00
Language of Instruction:	English
# and Types of Certified Teachers:	4 Teachers with ESL Certification
Types of Materials:	Getting Ready for the NYSESLAT, NYSESLAT Test Samplers

Part C: Professional Development

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

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

Begin description here:

Rationale:

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

Topics will include:

- * Getting to Know Your Students – Looking at data to identify individual ELL student needs and their appropriate stage of language acquisition
- * Common Core Learning Standards as they Relate to the Needs of our ELLs
- * "I Can" Statements
- * Thinking Maps for Language Development
- * Building and Removing Scaffolds for ELLs
- * Technology to Enhance Opportunities for Language Development
- * Universal Design for Learning and Depth of Knowledge
- * Good Questioning Techniques
- * Best Practices of Successful ESL Programs
- * Title III materials overview and planning (after school)
- * Examining the NYSESLAT
- * What is the NYSITELL?
- * Looking at trends and item analysis of past NYSESLAT exams

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

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

Topics to be covered include:

- * The Common Core Learning Standards: What do They Mean for My Child?
- * Thinking Maps: A Language for Learning
- * Literacy and the Language Learner
- * Accessing and using ARIS
- * Child Development
- * Learning Styles
- * Individualized Education Plans
- * Learning Leaders
- * Positive Behavior Intervention System
- * Fountas and Pinnell Reading Levels
- * 21st Century, Technology, and Support for Parents and their children
- * Parents as Partners – Homework Help
- * Getting Ready for the NYSESLAT
- * How to Deal with Bullying
- * Survival English – Navigating the NYC Public Schools System
- * Parent – Student Art Workshops; Art Making activities to encourage language development through the arts.
- * The Importance of Reading with Your Child

Part E: Budget

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

Allocation Amount: \$14000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$10,148</u>	<u>Teachers Per Session</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$3,852</u>	<u>Getting Ready for the NYSESLAT Scholastic Leveled Class Sets CARS & New York STARS</u>
Educational Software (Object Code 199)	<u>0</u>	
Travel	<u>0</u>	
Other	<u>0</u>	
TOTAL	<u>\$14000</u>	