



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: PS 112-THE BRONXWOOD SCHOOL**

**DBN (i.e. 01M001): 11X112**

**Principal: SUSAN A. BARNES**

**Principal Email: SBARNES2@SCHOOLS.NYC.GOV**

**Superintendent: ELIZABETH M. WHITE**

**Network Leader: BEN WAXMAN**

### 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
Susan A. Barnes	*Principal or Designee	
Charles Flisser	*UFT Chapter Leader or Designee	
Carla White	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ceevah Coleman	Member/ Parent	
Aine Sia	Member/ Teacher	
Luz Mercado	Member/ Parent	
Stephanie Coletti	Member/ Teacher	
Nicoletta Zambardino	Member/ Secretary	
Patricia Fox	Member/ Teacher	
Susie Wigfall	Member/ Parent	
Zaina Martinez	Member/ Parent	
Doris Joya	Member/ Parent	
Lashelle Davis	Member/ Parent	
Keisha Saunders	Member/ Teacher	
	Member/	
	Member/	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## School Information Sheet for 11X112

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	451	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	23	# SETSS	N/A	# Integrated Collaborative Teaching	66
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.8%	% Attendance Rate			89.6%
% Free Lunch	95.5%	% Reduced Lunch			2.9%
% Limited English Proficient	5.1%	% Students with Disabilities			16.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			51.6%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	9.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	4.9%	% Teaching Out of Certification			14.6%
% Teaching with Fewer Than 3 Years of Experience	7.3%	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.2%	Mathematics Performance at levels 3 & 4			2.2%
Science Performance at levels 3 & 4 (4th Grade)	90.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP							
<b>Describe the strengths of your school's 12-13 SCEP.</b>							
SCEP addressed school specific needs as per SED-JIT and DOE reviews. Infusing SMART Goals that are aligned with the Principal's PPR.							
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>							
1. Improved academic performance of ELLs and SWDs							
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning.							
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>							
Allocating the proper resources for the learners within the school community.							
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>							
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved.							
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No
<b>If all the goals were not accomplished, provide an explanation.</b>							
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies.							
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				<input checked="" type="checkbox"/> X	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/> No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Time to implement and coordinate the new demands of MOSL, MTOP, and CCLS across all curricula subjects.				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs.				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Monthly staff meetings, 4 half day professional development days,				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams.				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Provide immediate feedback on Observations and PD in order to strengthen teacher practices to ensure consistent alignment to the school goals, CCLS, and increased student outcomes.							
<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	1	<b>HEDI Rating:</b>	D

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, we will utilize the MOTP with formative feedback and various forms of PD to support teachers in the competencies of all the Danielson Domains.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li>▪ <b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>
1. School leaders will use Danielson Specific Feedback Focus for all observations. 2. Supervisory staff will individually meet with staff to review data and consistently develop plans to address needs of the students improve results. 3. A coherent observation schedule will be in place with Benchmark dates. The protocols will be aligned with the Danielson competencies.
<ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
1. Principal, Assistant Principal, Advance Team Members. 2. Principal, Assistant Principal, Advance Team Members, PD 360, and CFN 534. 3. Principal, Assistant Principal, Advance Team Members, PD 360, and CFN 534.
<ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
6. By the end of December, completion of two supervisory observations and lesson plans for each teacher will provide evidence of improved instruction of areas that need further development.
7. Completion of professional development plan for each PLC for improving collaboration/ cohesiveness/ and a streamlined protocol.
8. Defining a monthly observation schedule based on the findings of initial observations, student data, questioning, and the level of student artifacts. Evidence of progress will be in the form of supervisory observations and lesson plans.
<ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul>
1. September-December 23, 2013. 2. September – November 2013 3. September 2013- May 2014
<ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
1. Time for PD, per session and per diem. 2. Scheduled time during the school day every week at the same time for conferences with teachers and administration. 3. Scheduled time for pre-post observation conferences.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>
							<b>Title III</b>
							<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a rigorous curriculum across all subjects and grades in order to elevate the expectations for academic tasks, promote rich learning experiences for all students.

<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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### **Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>3.5 Use of data and action planning</b>

### **Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will edit the curriculum maps in ELA, Math, Science, and Social Studies. The units of study will include rigorous tasks engaging students in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. The main focus for these units of study will be the ELLs and SWDs.

Ensuring Multiple entry points for study for all learning styles.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

1. The Data Specialist will provide professional development opportunities for groups and individual teachers, in order to unpack the student and school-wide data provided. Professional Development will be done for both ELA and Math for grades K-2, 3- 5, in addition to Baseline data information given to Grade 4 in the subject Science.
2. The staff will receive tools and strategies needed to develop Common Core Aligned Units of Study across all content area subjects. The ongoing support will be provided by various consultants i.e. Success Maker and Pearson, as well as their Assistant Principal.
3. Teacher Teams will utilize the "Looking at Student Work" Protocol in order to make revisions and plan effectively based on the findings.
4. Our CFN Network 534 Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum.

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

1. Data specialist, Assistant Principal, and teachers
2. Educational consultants, assistant principal, teachers
3. RTI Team, teachers, network achievement coaches, and ELL specialist
4. CFN 534 instruction support staff, teacher teams

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

1. Completed data analysis and plan for each student. Reports of findings presented to the staff at faculty conferences.
2. Completed unit plans and enriched tasks for all content area subjects aligned with CCCLS.
3. Minutes of weekly planning sessions detailing planning time.
4. Observations of teachers "Looking at Student Work" during PLCs.

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

1. September to November 2013
2. Monthly, October 2012 to April 2014
3. Weekly, October 2012 to June 2014
4. Weekly, October 2012 to June 2014

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

1. PAP periods for data analysis for RTI meetings with all individual grades.
2. Per session for after school and per diem for PD coverage.

### **Budget and Resource Alignment**

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

x	PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS	PF CTE		PF College & Career Readiness	x	PF Common Core	
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs			PF RTI		PF Supporting Great Teachers & Leaders	

### **Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Establish systems to organize and analyze data to identify strengths and build on positive trends so all constituents can work deliberately towards accelerating student learning.							
<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D

#### **Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
	<b>4.2 Instructional practices and strategies</b>				<b>4.3 Comprehensive plans for teaching</b>		
	<b>4.4 Classroom environment and culture</b>			<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>		

#### **Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, all students and sub-groups outlined by the State of PS 112 from grades Pre-K-5, will demonstrate progress toward Common Core State Standards as measured as a 3% increase in students scoring at Levels 3 and 4 on the NYS ELA assessment.							

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
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##### **A. Strategies/activities that encompass the needs of identified subgroups**

To improve achievement for all students and sub-groups outlined by the State of PS 112 from grades Pre-K-5, the following Professional Development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and Math: Facilitation of these workshops will be done by Educational Consultants for classroom teachers of SWD/ELLs and teachers of SWD and ELLs to equip them with strategies necessary to deliver the proper instruction.							
<ol style="list-style-type: none"> <li>1. Network Special Education achievement coach from CFN 534 will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data provided onto the students IEPs.</li> <li>2. Network ELL Specialist will work as the CFN 534 ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. Support for teacher teams as they develop ELA units and tasks for ELLs will be on a continual basis.</li> <li>3. Network ASE, will facilitate PD activities for teacher of SWDs. These meetings will take place at Lab schools where monthly activities will include the development of reading and writing strategies in alignment with CCLS implications for student learning and grade level ELA curriculum.</li> </ol>							
Teacher programs are projected to include 2 periods per week of common planning time. In grade teams and with the RTI team, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.							

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

<ol style="list-style-type: none"> <li>1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers.</li> <li>2. Network Special education coach, grade and subject area teams.</li> <li>3. Network ELL specialist, ESL and classroom teachers</li> <li>4. Network ASE and SE teachers</li> </ol>							
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##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administrative observation, Network Educational Rounds, and SLT Educational Rounds will review delivery of multiple entry points of instruction for ELLs and SWDs in							
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the general education classroom.
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments.
4. Improved reading and writing instruction as per teacher observation.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Scheduled Planning time during the school day for common planning.
2. Scheduled time once a week, during the school day, for Professional Learning Communities (PLCs) to master and apply the LSAW protocol.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The school provides a safe environment that supports collaborative relationships, good attendance, and appropriate behavior; that enables students to focus on scholarship			
<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012
		<b>Page Number:</b>	3
		<b>HEDI Rating:</b>	P

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Organizing, analyzing and sharing all areas of data utilizing systems such as Datacation and ARIS. This will give pertinent formative information to all stake holders and allow them to address the needs of students within the school community and outside.
2. In collaboration with the SBST team, school Guidance Counselor, Crisis Intervention Specialist, school Nurse, the Parent Coordinator (PC), the Parent Association (PA) and the school Asthma Ambassador they will review disaggregated data to monitor all systems that support student social and emotional health.
3. Effective use of the school attendance team and CFN 534 to address absence and lateness.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Teacher, data specialist, administrative staff

2. Administrators, SBST, Data Specialist, Crisis Intervention Specialist, School Nurse, PC, PA, and Asthma Ambassador
3. Administrators, Attendance Team, and CFN 534
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Report of all students deemed at-risk as per attendance and lateness
2. Defined intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor will maintain the minutes of the attendance meetings held and log of contact hours the team has made for each and every identified at risk student. Thereby, addressing the Initiative Every Student Every Day.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. ATS and other attendance reports to be generated and analyzed
2. Scheduled meetings of the attendance team, data specialist, CFN 534, and guidance counselor.
3. Ongoing partnerships with assistant principal and guidance counselor to ensure targeted support for at-risk students.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
The school has developed the internal capacity and partnership to enhance students social and academic development									
<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D		

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>6.2 Welcoming environment</b>		<b>X</b>	<b>6.3 Reciprocal communication</b>					
	<b>6.4 Partnerships and responsibilities</b>			<b>6.5 Use of data and families</b>					

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%.									

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
1. Family outreach plan will encompass intensive strategic planning sessions									
2. New Parent Orientation/Family Night/ Open House for Parents									
3. Parent Workshops in line with CCLS/SWD/ELLs									
4. Ongoing communication through written notices and instant messenger									

5. Student recognition events
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Principal, assistant principal, parent coordinator, parent association, and selected teachers 2. Principal, assistant principal, parent coordinator, teachers 3. Parent coordinator 4. Principal, assistant principal, parent coordinator, selected teachers
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Attendance at Parent Orientation/Family Night/ Open House for Parents 2. Parental attendance at parent offerings 3. Parental attendance at Student recognition events
<b>D. Timeline for implementation and completion including start and end dates</b>
1. August-June, ongoing 2. Fall, Spring 3. Day time workshops, breakfasts, evening events 4. Ongoing, September 2013-June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers 2. Staff attendance in alignment with Danielson Domain 4 at New Parent Orientation/ Family Night/Open House for Parents 3. Parent Coordinator's planning and hosting of parent offerings 4. Staff attendance at Student recognition events

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			



	<p>Think Central</p> <p>Kaplan Essentials</p> <p>SuccessMaker</p>	<p>during school hours</p> <p>Supplemental strategies for grades 1-5 students to support needs in specific skills working in small groups during the school day</p> <p>Fun approach for grades K-5 students devised to increase math skills in small groups during school day</p> <p>Test strategy leveled program for students in grades 3-5 to increase math skills in small groups during the school day</p> <p>Computer based program for grades 3-5 students incorporating skills practice and assessments geared toward individual needs during the school day</p> <p>Integrated instructional software research proven comprehensive grade level math program. This program will assist grades 3-5.</p>	
<b>Science</b>	Test Prep	Hands on program focusing on scientific explorations for the ELL population after school hours	Afterschool
<b>Social Studies</b>	Small group-after school (ELL)	Document based test prep program for the ELL population after school hours.	Afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Specific Supportive Counseling by all related services providers	Individual and small group counseling as needed before and during school hours.	Afterschool

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
School Administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

**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).
<ul style="list-style-type: none"> <li>• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives</li> <li>• Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, through multidisciplinary planning, common preparation periods, and locally designed professional support</li> <li>• Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• As an SWP school, we have combined Title I funds with other Federal, State, and local measures. Funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students</li> </ul>

**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.).
<ul style="list-style-type: none"> <li>• The school has invested in the Reading/ Writing/ Math core curriculums from grades K-5 in order to maintain standard bearing expectations from year to year. Pre-K utilizes the Kindergarten standards in order to bridge the expectations from introduction to letters and numbers to writing sentences and answering questions in number operations.</li> <li>• Parent workshops will be offered monthly to address the new Common Core Curriculum and Curriculum induced expectations.</li> </ul>

**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 on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

**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.

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**Parent Involvement Policy (PIP) Template**

PS 112 x agrees to implement the following statutory requirements:

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

1. PS 112x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:  
School actively involves parents in teaching and learning as members of School Leadership Team, as resources in the school and as tutors in school programs. Through a newsletter printed in English and Spanish as well as a bilingual telephone message service and hotline parents can find out about current events at the

school. To help families deal with the many external pressures that have an impact on school achievement the school offers the assistance of our bilingual parent coordinator, bilingual family worker, health intern, guidance counselor and SBST all of whom can provide support and referrals to community-based organizations.

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

Pre- K Parent Meetings	Hispanic Heritage
Nutrition Education-Snack Grant	Getting Your Child Ready for Common Core Assessments
Holiday Concert	Family Night
Talent Showcase	Informational Meetings
Intervention Fair	
Children’s Health Issues	Breast Cancer Awareness
Fashion Show	
Family Mall Activities	

4. PS 112x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Reading First, Even Start, Letter People, Fletchers’ Place, and State-operated preschool programs], by: (List activities.) N/A
5. PS 112x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The PA will develop and circulate a Parent Needs Survey in English and Spanish. They will collect, evaluate and prioritize the community’s needs. This information will be reported to the full School Leadership Team at a meeting prior to the writing of the CEP. A sub-committee of parents and teachers will be formed to write that section of the CEP. An action plan will be developed for its implementation. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. PS 112x will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Open House

Pre- K Parent Meetings

Hispanic Heritage

Getting Your Child Ready for the ELA

Family Night

Informational Meeting-Extended Time

Ready Gen/ Go Math!

(Pre-K. K and 1st grade)

PA meetings-Promotional Criteria

Family Book Donations

Family Mall

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- providing parent workshops: computer technology, test taking strategies and techniques
  - Datacation
  - Parent Tutoring Program
  - Parent Coordinator and Family Worker outreach
  - Family Mall
  - ARIS Parent Link
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- continuing Family Nights
  - International Luncheons
  - Family Mall
  - School Leadership Team and sub-committees
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of
- Go Math! / Think Central
  - Family letters
  - Family Mall
  - Parent Volunteers
  - Family Worker
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parent Monthly Newsletters and Calendars
  - Informational bulletins from the region and chancellor about upcoming events
  - Principal's monthly newsletters and calendars that are sent home.

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

## SCHOOL-PARENT COMPACT

PS 112X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014. The school-parent compact will be distributed to parents during parent-teacher conferences in November 2013. An annual review of the school-parent compact will be conducted on May 10, 2014.

### School Responsibilities

P.S. 112 will:

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 40 minutes every day outside of school time in both informational text and fiction text.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the P.S. 112 Discipline Code.
- Attend school regularly.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT(S)</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>112</b>
School Name <b>The Bronxwood School</b>		

### 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 <b>Susan Barnes</b>	Assistant Principal <b>Adrienne Atkinson-Rattray</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Sharon Burton/ESL/RTI</b>	Guidance Counselor <b>Madelon Kendricks/Guid./RTI</b>
Teacher/Subject Area <b>Stacie Clement/Tchr./Coach/RTI</b>	Parent <b>Ceevah Coleman</b>
Teacher/Subject Area <b>Latoya Walker/Comp. Tchr./RTI</b>	Parent Coordinator <b>Glenda Sierra</b>
Related Service Provider <b>Charles Flisser/SETSS/IEP/UFT</b>	Other <b>Valerie Rhodes/Math Tchr./RTI</b>
Network Leader(Only if working with the LAP team) <b>Ben Waxman</b>	Other <b>Debra Hunker/Tchr./Test Coor.</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>457</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>5.25%</b>
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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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
Discrete ESL class	0	0	0	1	2	2								5
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>11</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	3
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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	20	1	1	2	0	2	2	0	0	24
Total	20	1	1	2	0	2	2	0	0	24

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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

**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
<b>TOTAL</b>	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	8	2	4	3	4	3	0	0	0	0	0	0	0	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	8	2	4	3	4	3	0	0	0	0	0	0	0	24

## 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)	0	0	1	1	1	1								4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	0	2	2	0								6
Advanced (A)	7	1	3	0	1	2								14
Total	8	2	4	3	4	3	0	0	0	0	0	0	0	24

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					0
4	3				3
5	2				2
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									0
4	2	2							4
5	2								2
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			1		1				2
8									0
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:

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

1.

At P.S.112, the assessment tools used to assess the early literacy skills of our ELLs, include, the Ready Gen ELA program and GO Math!, which are both new to P.S.112 this year. Also, we have Successmaker, Waterford, and, of course the NYSESLAT/ESL exam in the spring, with the growth model used as our M.O.S.L., for the 2013-2014 school year.

Ready GEN tracks students and lets teachers see, in a certain amount of time, any gains or lack thereof, using graphs, for example. It has text-based approaches to comprehension, based on the common core learning standards. The instructional practices are designed to guide our students to more effective use of close reading of texts, which is to lead to a deeper understanding of text meaning, author's intent, perspective and related comprehension goals. All are used to scaffold instruction for our ELLs. The rich selection of literature combines with a strong foundation of knowledge in a wide range of subject areas to make the program stand out for all. It uses rich knowledge about words from the digital-global age to ensure that students attain vast knowledge about the world that defines the 21<sup>st</sup> century. The rich, complex texts that are the instructional foundation of this program, provide systems for understanding both how words work in complex texts; and which of the words in these complex texts unlock the knowledge of critical content domains.

Go Math! is a digital path via which the teacher plans, engages, teaches, and assesses. It provides the opportunity for lifelong learning skills for students in the 21<sup>st</sup> century by developing information and communication skills; higher order thinking skills; problem-solving skills; independent learners; and real-world connections.

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

For Grades 3 - 5, Scantron test results indicate ELLs at the Beginning and Intermediate levels, having Reading Scaled Scores ranging from 1555 to 1650; and those at the advanced level have Reading Scaled Scores ranging from 2042 to 2318; and, Math Scaled Scores ranging from 1797 to 2202 for those at the beginning and intermediate levels; and, from 1921 to 2069 for those at the advanced level. In Science, our ELLs had excellent results, with 1 testing at a Level 4 in the English version; 7 at a Level 3 in the English version and 1 at a Level 3 in the Spanish version; 0 at a Level 2 and a Level 1 in either language.

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

Upon examining the NYSESLAT exam results for the spring of 2013, we noted the following:

Grade 1 ELLs have no students at the beginning level, 1 at the intermediate level, 1 at the advanced level, in Listening and Speaking; and, in Reading and Writing, 1 ELL is at the beginning level, 1 ELL is at the advanced level.

In Grade 2, for Listening and Speaking, there is 1 student at the beginning level and 3 at the advanced level. For Reading and Writing, Grade 2 ELLs have 1 student at the beginning level, 3 students at the advanced level.

In Grade 3, for Listening and Speaking, there is 1 student at the beginning, 2 at the intermediate level. For Reading and Writing, 1 at the beginning level, 2 are at the intermediate level.

In Grade 4, for Listening and Speaking, 1 ELL is at the beginning level, 2 ELLs are at the intermediate level, 1 ELL is at the advanced level. For Reading and Writing, 1 ELL is at the beginning level, 2 ELLs at the intermediate level, 1 is at the advanced level.

In Grade 5, for Listening and Speaking, there is 1 ELL at the beginning, none at the intermediate and 2 at the advanced level. For Reading and Writing, 1 is at the beginning level, none is at the intermediate level and, 2 are at the advanced level.

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

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

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

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

Across proficiency levels and grades, on the LAB-R and the NYSESLAT, the data reveals that out of 24 ELLs, 4 are at the beginning level in all 4 modalities; 6 are at the intermediate level in listening and speaking; and 10, the majority of the ELLs at P.S.112 are at the proficient level in listening and speaking. In reading and writing, 4 are the beginning level; 6 are at the intermediate level; and, 14 are at the advanced level in English.

Out of 14 newly-arrived Kindergarten students tested in September 2013 in the LAB-R at P.S.112, 7 of them are eligible for E.S.L. and were placed in the following levels of English: 0 at the beginning level, 1 student at the intermediate level and 6 at the advanced level. In Grade 2, there is 1 student who, after having been administered the LAB-R, got placed at the beginning level as he has zero English. A Grade 3 student who also has zero English was placed at the beginning level after taking the LAB-R. In Grade 5, another student with zero English, was placed in the beginning level of English, after having been given the LAB-R.

So, as a result of the administration of the LAB-R this year at P.S.112, it has been noted that 3 students in the school have zero English and need the highest level of intense instruction to assist them in showing growth on the next E.S.L. exam, that in the spring of 2014, the NYSESLAT; that 2 out of the 3 will need to take the Math exam in Spanish and need support in that regard.

Also, the one student at the intermediate level will require more vocabulary and support in listening, reading and writing.

All 6 at the ELLs at the advanced level are in Kindergarten and will require more support, mainly in reading and writing skills.

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](#))

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

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?

\*The patterns across proficiencies in the E.S.L. groups, indicate that when students get a long period of language support in the second language, they tend to do better in all modalities. The patterns across Grades 3,4,5 in grammar and vocabulary in, especially the advanced proficiency level, for example, and for students who are long-term ELLs, show that these are areas of need of greater attention here. Classroom, A.I.S., all out-of-classroom teachers, and of course, the E.S.L. teacher will ensure intensity in vocabulary instruction with a strong focus on grammatical structures across all content areas. Interestingly, it is noted that ELLs who took the Math exam in Spanish, did just the same as their counterparts in the English version.

\*The results of the ELL Periodic Assessments, available to the school 6 days after Pearson receives the tests, guide the staff as to what areas need more focus, before the NYSESLAT exam in the spring of the following year. The periodic assessment is like a mini-NYSESLAT and so it includes components like charts and graphs and listening passages and questions as per the major ESL exam in the spring.

\*The school has learned about our 10 ELLs in Grades 3 to 5, after the administration of the ELL Periodic Assessments, that their grammar is in dire need of attention and that our teachers need to give the students more practice with listening to details attentively, BEFORE the selection of their answers. When students listen to our stories on Hormigueta, with words, in Spanish to reinforce the English (Science-based) story of "The Little Ant", for example, they listen with more of a keen ear.

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](#).)

The Response to Intervention approach provides increasing levels of interventions to address academic and/or behavior concerns. A teacher must understand and become familiar with what is offered at each tier of instruction. This knowledge helps a teacher know the responsibilities required throughout the process and recognize that a multi-tiered delivery model of instruction offers all students an opportunity to be successful. In order to meet ELLs' needs in an RTI framework, it is important to understand their characteristics as children and learners as an asset to draw upon as well as a dynamic developmental process that is inextricably tied to learning opportunities. Unfortunately many educators have misconceptions about language and literacy development and these false notions can perpetuate a deficit view of ELLs' ability to learn; namely, that it is a problem to be fixed rather than a learning resource. In addition to having an understanding of these misconceptions, it is essential for practitioners to investigate their students' educational and linguistic histories. Teachers need to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie. With this understanding of our ELLs at P.S.112, educators can plan more effectively with the assistance of the E.SL. teacher. Most of them have been placed in Tier 3 according to their lexile levels/ Scantron test results and so, intensive instruction is offered to all categories of ELLs, but especially the overage and long-term ones.

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

A child's second language development is considered in instructional decisions as teachers are told to provide grade and age level appropriate instruction in the content area subjects in English, supported by English as a second language methodologies, employed in a systematic and structured way and designed to develop cognitive skills of ELLs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

P.S.112, due to parent choice, does not have a dual language program at this time, for the 2013-2014 school year.

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

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

ELLs improved in the NYSESLAT in the last administration of it here, in the spring of 2013 as is seen thus:

Grade 1 has one student who went from zero English in Fall 2012 to the advanced level in the spring of 2013 with just 2 points lacking for proficiency, so as he should tremendous growth, it is known that with just a little 'push', total proficiency will be achieved.

Another in Grade 1 went from beginning to Intermediate level and needs to be assisted with reading and writing more.

Grade 2 students showed tremendous growth in the spring 2013 NYSESLAT with 3 going from intermediate to advanced level just on the border of being proficient.

In Grade 3, one Special Ed ELL went from beginning to intermediate, despite a severe learning disability and shows promise in listening and speaking in particular. One who had zero English in the fall of 2011, is at the intermediate/bordering advanced level of English and needs more vocabulary and reading and writing practice.

Grade 4 which has 1 student who is at the beginning level, showed growth in points from zero English in December 2012, when she took the LAB-R to an advanced beginner in the NYSESLAT a few months after in the spring of 2013. Another had zero English in the fall of 2012, is now at the intermediate level. Another, in Special Education, who gained 5 points in areas. One is now proficient in English from being at the advanced level and is being closely monitored to ensure continued success; and one, a holdover, is at the borderline of advanced and proficiency levels.

In Grade 5, one of our students out of 4 achieved proficiency; one is at zero level of English and is given intense instruction; and 2 achieved some growth and are now at the advanced level.

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](#).)  
Paste response to question here:
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.  
Paste response to question here:
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 [\[see tool kit\]](#).)  
Paste response to question here:
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.  
Paste response to question here:
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.  
Paste response to question here:
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. 

(Questions 1 - 6):

#### 1. Ell Identification Process

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

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

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

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

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

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

The writing which includes grammar, phonics, and free-writing sections, is the last area to be administered and submitted.

All sections of the NYSESLAT (listening, reading, speaking and writing) are administered each year in the spring, when the RLER, the "NYSESLAT Eligibility Roster" is verified for such (eligible) individuals. If a student listed on the RLER is not in the E.S.L. program, then a thorough investigation is done and appropriate action taken as a result.

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

Administration, support personnel, the parent coordinator, the parent/teacher association president and the E.S.L. teacher are among some of the in-house personnel in attendance at the orientation meeting. Support personnel from the school include, but is not limited to, the school's psychologist, media specialist, literacy coach, occupational, physical and speech therapists, as all have a role to play in the overall development of our children at P.S.112. The parent orientation session which usually lasts approximately 2 hours, begins with administration welcoming them to the school. They are thereafter introduced to key personnel,

given helpful information; and then the E.S.L. teacher explains in details, the choices that parents of ELLs have in the New York school system: the Transitional Bilingual, Dual Language and Freestanding E.S.L. programs. They are given all three program choices in writing, including the entitlement letter, parent survey and program selection - all which are prepared for them and signed by the principal. They are told about the E.S.L. program here, at P.S.112. They are told that if there are 15 students on one grade or two grades, (grades 1 and 2, or 2 and 3, for example), then a bilingual program can be formed in the school. They are shown a DVD from the chancellor's office in their native language; given brochures on English Language Learners and the program choices in New York - in English and in their native languages; as well as receive a variety of literature pertinent to their children's schooling, in the current academic year, including a list of schools in the five (5) boroughs where transitional bilingual and dual language programs are offered. When parents of newly-enrolled ELLs make their program selection, the students are placed accordingly and the parent choice is entered on the ATS in the E.L.P.C. (ELL Parent Choice Update) profile selection.

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

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

The students are given, for the Beginning and Intermediate levels of English, 360 minutes of intensive instruction in English; and, for those at the Advanced level, 180 minutes of intensive instruction in English by a trained and licensed E.S.L. instructor; (with 180 minutes of instruction in ELA, by their classroom teachers).

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

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

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

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

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

programs are...

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

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

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend at P.S.112 in program choices that parents have requested, has been that, as seen in data from our parent selection forms, that only 1 will choose the bilingual program, none the dual language and the majority, E.S.L. In the 2013-2014 school year, out of 23 students, 23 parents have chosen E.S.L., according to data acquired from our parent selection forms.

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

## 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])?

Paste response to questions here:

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)?

Paste response to questions here:

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.

Paste response to question here:

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

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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?

Paste response to question here:

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?

(Questions 1-8):

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

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

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

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

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

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

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

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

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

As per CR Part 154, explicit E.S.L. instruction is delivered to our 24 Ells thus:

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

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

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

In E.S.L. at P.S.112, the only second language instructional model here, the content area, whether it is Science, Social Studies, Math... whatever the area, it is delivered in the English language. The exception, where Math is delivered in Spanish to students in Grades 3 to 5, by the E.S.L. teacher, is when the student has zero English in Math and/or is eligible to take the city/state exams in Spanish. This is delivered in both the (Discrete) E.S.L. push-in model and a small group setting otherwise.

In all of the content areas, native language support is critical to ensure success as the student not only sees that his/her maternal language is supported and cherished, but that it can cause substantial growth, as they are driven towards meeting the high demands of the Common Core Learning Standards.

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

In Mathematics, all 30 Ells here at P.S.112 use the Everyday Math program from Kindergarten to Grade 5. Key concepts and skills are linked to specific grade level goals. Ongoing learning and practice is seen through the differentiation options of readiness, enrichment and extra practice, which emphasize the connection between the different parts of each lesson. Math Boxes and Home/Study Links are included in every lesson. They are given their own bags of shapes, counters, cubes and other manipulatives to experiment with here and continue the learning at home, with their families. Workshops are even given at the school using realia: supermarket flyers and (play) money (as is used in the classrooms), for example, to role play scenes in the supermarket/stores. Students work with their moms and dads to understand that everything is Math – even cutting up their ‘treat’ of a pizza pie at the end of a class/workshop into 8 slices while learning about fractions and percentages, enhance their linguistic and academic knowledge of Math. The multiplication and addition raps, recorded on tape, as well as flashcards; gigantic graph papers and posters which tell about Math symbols, measurements and terminologies in Math, in English and Spanish are prominently posted in the classrooms, for their daily references. Bilingual glossaries (in all content areas) and dictionaries are used in all classrooms; and all Ells, from Kindergarten to Grade 5, are given Math books and Math dictionaries in Spanish, (equivalent to what is being used in their classrooms). Additionally, websites such as dictionary.com and thesaurus.com, not only help with Math, but all content areas, providing not only meanings and sample sentences for the word/term being researched, but also the MUCH NEEDED...pronunciation...of all words and expressions in all content areas – something that is a hindrance for all Ells who want linguistic independence in their second language, English.

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

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

Our 1 Ell who is in the category of S.I.F.E. - Students with Interrupted Formal Education, have an instructional plan which includes additional intensive English instruction and S.E.S. services/at-home private tutoring.

This student in Grade 4 is given one-on-one assistance by the literacy coach and are placed in special reading groups for in-depth literary explorations.

The plan for our 15 newcomer Ells, or those in the system for less than three years, include offering any and all extended-day programs including intensive E.S.L. specialized programs, and all SES offerings that are available, including homework help. The E.S.L., Literacy coach and the SETSS teacher offer services to these students. The students are given individual instruction 5 days per week for 45 minutes each by the Literacy coach and SETSS teacher; and 180 minutes or 360 minutes per week of instruction is given by the E.S.L. teacher according to the student's level of proficiency in English.

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

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

The 4 LEP students who have not met the performance standard in reading, will be given individual instruction by the Literacy coach once per day for 45 minutes each day, in addition to the instruction provided by the E.S.L. and classroom teachers. All will ensure that the 4 LEP students in this category, will read a varied number of books in different subjects with varied themes. More books will be made available to be taken home. Books on CDs and those made into DVDs (movies), will also be made available for them. Take-home CD and cassette players, with headsets to encourage concentration, are also available for our Ells to continue reading and building their vocabulary and reading comprehension base while not in school. Websites including local libraries', Scholastic's, National Geographic's and others, whose primary goal is to promote reading and/or books, will be used during school and a list given to students and their parents to ensure continuity in the home. Library membership of these Ells and their families will be encouraged - for them to borrow more books, take advantage of author visits to communities, family literacy workshops (also offered at P.S.112) and book-share groups in the community.

Furthermore, the Benchmark Education Literacy program, which incorporates all the developmental categories of reading, all which are pertinent to linguistic and academic achievement in E.S.L., is fundamental to our E.S.L./reading program as it focuses not only on the Ells at the pre- and early-production levels of English, but also on those Ells who are in the other categories with fluency/advanced fluency in the language. The Benchmark program not only supports differentiated instruction with its pocket chart cards, highlighting high frequency words, but also is an assessment and instruction resource which supports all tiers of the Response to Intervention.

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

For the 2013-2014 school year, all classes will be using the Reader's Theater program, for the appropriate grade level. The Reader's Theater is a performance genre –it is a type of reading material meant to be performed. Moreover, because the focus of the practice is to convey a meaningful interpretation of the text to an audience, reader's theater is also a natural vehicle for developing reading comprehension. Reader's theater is 1 of the best and most authentic ways to engage students enthusiastically in repeated reading to build reading fluency and improve overall reading performance.

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

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

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

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

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

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

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

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

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

The "Long term Ells' category has one person in Grade 4, who is also in the 'overage' category out of 22 our building in the 2013-2014 school year. He is given a 'Discrete E.S.L. /Push-In ' class in Mathematics and ELA and offered a mandatory seat in our after-school ELA and Math program, as all of his teachers continue to work together to support him.

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

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

P.S. 112 uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs, within the least restrictive environment, as it is important that while there are only a limited number of teaching periods in the typical school day, teachers adjust their schedules accordingly to suit the mandates of our Ells according to their IEPs. If the speech therapist has an

ELL at a particular time slotted for the SETTS teacher, the 2 work as a team with the classroom teacher to accommodate the student. The reading, writing guidelines, monthly schoolwide readers and monthly word study guidelines, with perhaps homophones being done this week and synonyms the next, are all flexible and used as guidelines to ensure uniformity among all classes and all grade levels. The discretionary judgment of, and, careful evaluation by all pedagogues involved in the education of our special ELLs continue is paramount in ensuring the above.

**Courses Taught in Languages Other than English **

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

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

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

**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
<b>FOR TBE /DL PROGRAMS:</b> 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

(Question 9-19): Targeted intervention programs for Ells in ELA, Math, Science and Social Studies, done in English, include R.T.I. (Response to Intervention) for all Ells K - 5. We also have Fletcher's Place for our K -2 Ells, especially for those at the beginning level of English. This program provides a solid foundation in ELA and phonics instruction in real situations which make the students think that they are playing, yet they are learning to read. It offers our Ells a fun, multisensory approach to beginning reading. All K - 5 Ells use Word Study books according to their grade to increase vocabulary and/or language production. The "Building Literacy Through Reader's Theatre" is an excellent intervention program for Ells in Grades 3 to 5, as it is a performance genre - the type of reading material meant to be performed - a natural vehicle for developing reading comprehension. Go Math! programs with textbooks in Spanish for all Spanish-speaking Ells, from Kindergarten to Grade 5, as well as individually packaged kits of geometrical shapes and rulers, are distributed to parents and children for continued learning in Math at home, of what all teachers do here, in Math, with our Ells. Grade 4 Ells enjoy fossweb.com, national geographic.com to help (further) with their Science exam preparation, as it affords them access to technology as well as fun through Science. A.I.S., S.E.S., E.S.L. after-school programs and specially invited groups (such as Lincoln Center's program for the arts, all provide intervention for Ells in fundamental ways.

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

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

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

The Phipps and Bell program were discontinued temporarily due to construction only.

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

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

At P.S.112, through daily reinforcements and collaboration through constant articulation among staff members, all teachers are quite aware that they are teachers of Ells...teachers of children with English as their second language, with greater challenges and diverse needs. Professional development on an ongoing basis throughout the entire year lends to the belief of cooperative learning among staff and collaboration while knowledge and our individual strengths are pooled in the effective instructional programs offered at our school.

It is said that if the child's language and culture are seen as part of the curriculum, then the child will feel comfortable and ease on into learning. With that in mind, the E.S.L. program at P.S.112 has the widest range of multicultural materials in the school. From instructional materials to posters with songs and poems around authentic pictures of Latin American sceneries (for example); to bag filled with musical instruments like the 'maracas' and the 'guido'; to flags from all around the world; to a gigantic stand filled with Phonics Song Charts and a cover of 'un tambor', to bilingual color charts, calendars, et cetera; to pictures of children from all over the world and floor puzzles to match to something as simple as a grand 'sombbrero' in the room for role play, dancing, or...whatever! All of the above and others, along with our Spanish club for the upper grades in which only Spanish is allowed (not English!) facilitate native language support at all times.

In our Spanish club, students learn poems and songs in Spanish from different countries, which they analyze in detail. They make up trilingual signs and labels in English, Spanish and French for the E.S.L. room and for around the school. In December of every year, the Spanish club makes the school's gigantic 'pinata' and takes it around the entire school, from Pre-K to Grade 5, to teach each class a little about the history of the pinata, and, to invite a representative from each class (a non-Hispanic child) to represent the class at the school's

biggest party ever. A sense of pride is felt when they are able to share their culture and/or native (language) experiences with the rest of the school, in this regard.

The native language is used by our multilingual E.S.L. teacher to scaffold instruction for our Ells. If the students are reading, oftentimes, the multicultural books include characters with Spanish names which give students (who are presently at P.S.112 only Spanish speakers), so as to afford them more insight into the content being taught.

For example: In the content area of Science taught in E.S.L., the student may be presented with the story of “Hormiguita, The Little Ant”. The name “Hormiguita” itself, means “Little Ant” and so, the student already from the get go, has a hint as to what the story is going to be about. The different parts of the ant as representative of the insect family and labeled diagrams of the colonies, done bilingually may provide the native language support needed for comprehension.

When cognates are possible, they are noted for added comprehension of instruction.

When lessons include cultures represented in class and realia and visitors from said cultures are present, it reinforces the importance of the students’ native language in the class.

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

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

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

(P.S.112 does not offer a dual language program at this time in the 2013-2014 school year).

## 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.

(Questions 1-4):

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

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

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

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

Jose P. is a reference to a 1979 civil case charging that children with disabilities are denied a free and appropriate education because of a lack of and timely evaluation and placement in an appropriate program. Jose P. merged three lawsuits, one of which (Dyrcia S. vs. Board of Education) dealt with students with disabilities who were LEP/ELL. To this end, every year at P.S.112, all members of staff, including out-of-classroom teachers, paraprofessionals and of course, classroom teachers must receive a minimum of 7.5 hours of Ell training. Staff members are reminded through staff development, about how Ells are identified; that Ell parents should be welcomed in classroom activities when possible and/or feel comfortable so as to be involved in their children's school life, here in the United States. They are given cultural sensitivity training in matters such as writing the date in another country versus writing it here, for example. (Some educators without knowing about other cultures, tend to downplay the knowledge of Ell parents and claim that they don't even know their children's birthdays - 9/4/11, being 'April 9, 2011' in many countries outside of the United States and not September 4, 2011). They are reminded, for example, that some daily activities and customs for some cultures are not necessarily practiced in the United States; and, must therefore be addressed delicately. Language and/or Linguistic training for staff may center around topics such as the use of slang in the classroom versus the acceptable standard English; words and expressions used daily in America and not necessarily in other cultures. Explaining idioms and everyday situations to Ells, such as driving on a 'parkway' and parking in a 'driveway', can be challenging and require training. Our own use of language in the classroom even in something as simple as writing the date on the board every morning. The staff is constantly reminded that in almost every case, we, the teachers, are the sole examples for our Ells. If we only write the date as 11/1/13, our Ells will never learn the formal standard way: Friday, November 1, 2013. Basically, standardized English in all areas of our work as educators is expected to be exhibited at all times; and, as a

consequence, the students will develop the solid foundation required from the elementary school level, so as to prevent dropout situations in middle and high school.

## 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?

(Questions 1-4):

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

We now have a special reading room corner located on the second floor opposite our library in which our parents can come into the school with children of all ages: infants, toddlers, whichever age - so that children can learn to appreciate and enjoy books from an early stage in their lives. Our media/library specialist was the central point of contact here for this special room, sponsored by Capital One and the Heart of America Foundation. The Bronx Borough President's office which undertook the massive task of upgrading our school's library, helped us to make it more parent/family friendly, so as to build upon our home-school partnerships. More bilingual books and smart board presentations in the library and throughout the entire school, highlighting cultural events and experiences, from Hispanic Heritage month presentations, to reading the entertaining book on big screen, "Too Many Tamales", (while hearing from ELLs and their parents how they make tamales), to Cinco de Mayo celebrations, have made ELLs even more interested in the learning process as aspects of their culture are highlighted throughout the school year. Our library specialist constantly works with the staff and the community to offer her ideas and share enrichment opportunities available to our parents, through the library services. Parents are invited to read at home with their children, especially through the school's yearly 'Six Flags Read To Succeed' program done through Discovery Education at [discoveryeducation.com/readtosucceed](http://discoveryeducation.com/readtosucceed). Our library specialist involves the entire school community. The staff in turn encourages the children to have a reading log, dated and signed by their parents. Parents of ELLs are contacted by the E.S.L. teacher to further encourage their involvement in this endeavour by asking them to keep the required log of books. The form that is distributed by the library specialist, informs families that, in order to participate, they need to read for fun, a total of six hours. They can read books, magazines, newspapers, or comic books. The parent/guardian signs the form and initials every time the child reads. When they reach their goal, they return the list to their teacher by the deadline in order to qualify to win a free ticket to a Six Flags theme park. The teacher also wins a free ticket and parents get discounts on the website, as incentives for their participation. Notably, in the past school year at P.S.112, the ELLs won the most tickets with the best parental involvement!

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

P.S. 112 brings in from the community and other agencies, professional personnel that can assist in informing parents of our ELLs about matters pertinent to their lives, children and the community. Major partnerships are with the Edenwald Community Center, the BayEden Senior Citizen Center, the Bronx Borough President's Office, Capital One, Heart of America Foundation, the C.B.O. (Community Based Organization), Partners in Reading, BELL and SES, all which offer workshops and services on topics such as safety, career counseling, credit counseling and nutrition workshops. Our E.S.L. teacher also works with the community center's director at discussions and plans for adult education classes, which the parents of our P.S.112 family have indicated interest in having, in the community. Our Grade 5 students have had weekly walking trips, going across the street to work with our seniors at the BayEden Senior Citizen Center, in an ongoing socio-cultural enrichment program, which has enabled better communication between the youth and seniors in our community. Citibank will come in on October 30, 2013 and on November 14, 2013 (which is Parent/Teachers' Conference night) and work with our parents on savings and financial security. On January 9, 2014, the fire department will come in to talk with students and parents about safety in the home and having a ready family plan in case of disaster.

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

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

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

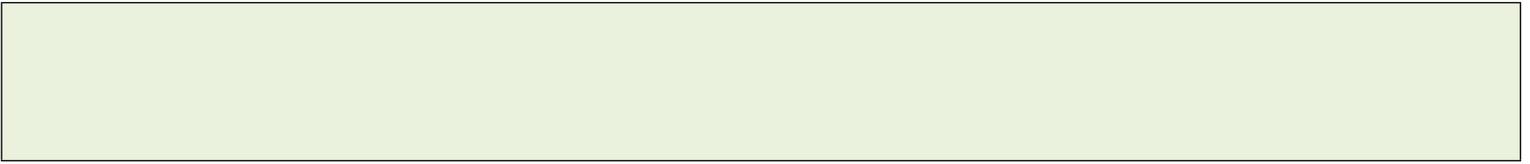
It is known that for students to do well in life, ongoing parental involvement and home-school communication are paramount...

The parental involvement activities at P.S.112 addresses the need of the parents as an in-depth look at surveys guides us in the planning of such activities. These may include, but not limited to: holding adult education classes in E.S.L., Basic Education, GED, or computers, based on a sign-in sheet given at our E.S.L. Parent Orientation meeting at the beginning of the year; and, surveys at Parent-Teacher conferences and workshops, for example. Other topics may include: "Safety Concerns for my Children;" "How to help my child with homework despite my language and/or educational deficits;" and are offered in activities during the day, after school and on weekends. Visits to institutions, museums and other places of interest are incorporated as crucial aspects of our planned parental activities. In January 2014 for example, we will have a workshop for our parents entitled "Cooperative Discipline/Child Abuse" and in February 2014, "Bullying".

## 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.

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



**Part VI: LAP Assurances**

**School Name: P.S.112****School DBN: 11X112**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
SUSAN BARNES	Principal		10/31/13
ADRIENNE ATKINSON-RATTRAY	Assistant Principal		10/31/13
GLENDA SIERRA	Parent Coordinator		10/31/13
SHARON BURTON	ESL Teacher		10/31/13
CEEVAH COLEMAN	Parent		10/31/13
STACIE HARRIS-CLEMENT	Teacher/Subject Area		10/31/13
LATOYA WALKER	Teacher/Subject Area		10/31/13
	Coach		10/31/13
	Coach		10/31/13
MADOLON KENDRICKS	Guidance Counselor		10/31/13
	Network Leader		10/31/13
VALERIE RHODES	Other <u>MATH TEACHER/RTI</u>		10/31/13
FOSUA APPREY	Other <u>PSYCHOLOGIST</u>		10/31/13
CHARLES FLISSER	Other <u>SETSS/IEP/UFT REP.</u>		10/31/13
DEBRA AMODIO-HUNKER	Other <u>TCHR/TESTING COORD.</u>		10/31/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 11X112 School Name: The Bronxwood School

Cluster: 5 Network: 534

**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**

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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.

As soon as a parent with a language other than English enter the school, they immediately see a Welcome poster with the 9 major languages in the schools and stickers in the various languages for them to indicate to us the appropriate language spoken, even to our School Safety Agent, so that immediate assistance may be provided. When students are registered, their parents' home language is immediately recorded in the system. When meetings, including IEP/psychological evaluations are to be held, the school immediately addresses the need and provides the necessary assistance. If personnel is not on site, we consult the list of resources given to the school by the Department of Education through its Translation and Interpretation unit and take the steps necessary to ensure clarity in communication. In every day occurrences in the school, documents are translated in the language of the parents and given out at the same time as the English copies, so that they may know what is happening in the school/ with their children.

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

We have found that it is only 32% of our population that requires any kind of translation and interpretation needs. This is communicated yearly in the school's C.E.P.

## Part B: Strategies and Activities

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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.

The written translation services the school will provide include putting the monthly parent newsletter in Spanish, the other major language of communication at P.S.112; writing flyers and notices in Spanish. (Continuing to) help parents who need letters / report cards from other countries of their children, to be translated in English.

The multi-lingual E.S.L. teacher, the bilingual parent coordinator and bilingual secretary will continue to provide these services to our school community. Where necessary, as in the case of bilingual special education psychologist, a written request is made prior to the pertinent evaluation to the C.S.E (Committee on Special Education) and the licensed evaluator comes to the school accordingly.

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.

As with the written translation services, the school will provide interpretation services as needed. The same individuals, listed in Part B, 1, will provide such services, depending on the level of the interpretation and the scenario. If for example, it is just communicating to a parent that there is a trip for the child, then any of the above will do. However, it has been found, in the area of interpretation, that if one is not knowledgeable of the content being discussed, then one may erroneously interpret information. Therefore, when it is a question of interpreting at an IEP meeting, or in a serious conflicting situation, trained bilingual interpreters are called in for the job.

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>.

P.S.112 provides a list of all translation and interpretation services offered through the Department of Education, when it notifies parents of their right to be provided with information, whether in the oral or written form, in the school. For parents of ELLs, at the parent orientation meeting, the Chancellor's video and all notifications and parent survey forms, including second language program selection forms, MUST be given in the pertinent language(s) of our parents.