

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 112 LEFFERTS PARK
DBN (i.e. 01M001): 20K112
Principal: LOUISE ALFANO
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Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

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
Louise Alfano	*Principal or Designee	
Margaret White	*UFT Chapter Leader or Designee	
Mei Szeto-Nghiem	*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	
Marina Argiro	Member/ Teacher	
Asma Berraha	Member/ Parent	
Edaliz Carbonell-Beam	Member/ Parent	
Danielle Deneen	Member/ Teacher	
Diana Fahmy	Member/ Teacher	
Ann Harrison	Member/ Parent	
Mary Kayser	Member/ Teacher	
Bob Lee	Member/ Parent	
Clive Li	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To increase achievement in literacy for all students in grades K-5 inclusive of English Language Learners (ELLs), Students with Disabilities (SWDs) and students in the school's lowest third through Common Core aligned curriculum and instruction. By June 2015, students in grades 3-5 will increase in proficiency by 3-5% in reading, writing, listening, speaking and language skills as measured by the New York State Common Core English Language Arts Assessment (ELA).

Comprehensive Needs Assessment

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

The results of the 2014 New York State Common Core English Language Arts Assessment show that 37.5%, 49.3% and 43.6% of students in grades 3, 4 and 5 respectively scored at Levels 3 or 4. Based on the data, 7.7% of ELLs (3 out of 39 students) and 8% of SWDs (12 out of 45 students) scored at Levels 3 or 4. The total school performance in ELA is 43.2%, decreasing from 44.8% in 2013. An analysis of data also shows that 63% of fourth grade students and 55% of fifth grade students made progress on this year's assessment averaging a total of 61%, a decrease from 67% in 2013. The percent of ELLs who made progress on this year's ELA assessment is 61.5% (8 out of 13 students) and the percent of SWDs who made progress on this year's assessment is 47.8% (11 out of 23 students) however, students' progress in the school's lowest third has declined from 80.5% in 2013 to 72% in 2014. Based on these results, the need to increase achievement in literacy was determined for all students through a more rigorous curriculum aligned to the Common Core Learning Standards.

Instructional Strategies/Activities

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

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

1. To increase student achievement in literacy through curriculum aligned to the Common Core Learning Standards (CCLS), we will continue to implement literacy and content area tasks. The tasks require students to read and analyze informational texts and in response write explanatory texts as well as provide arguments to support claims.
2. In an effort to increase student achievement in literacy, teachers will implement daily, 30 minute close reading sessions in which the students read and analyze complex texts. Analyzing complex texts will increase higher order thinking and comprehension skills as well as introduce new and advanced vocabulary. Reading and comprehending texts of a complexity level within the grade appropriate band as identified by the CCLS is essential for high achievement in college and the workplace.
3. To increase student achievement, the use of small group instruction will continue to be implemented during the literacy block. Small group instruction is based on student need and allows for a more individualized approach.
4. To increase student achievement in literacy, teachers will participate in various professional development workshops. The workshops will focus on strategies to enhance literacy curriculum and instruction, analysis and unpacking of the CCLS and using formative assessment, specifically close reading and writing conferences to ensure students meet the rigorous demands of the standards.
5. To increase student achievement in literacy, we will implement genre tests after each ELA unit of study. We will use the data to identify areas of weakness, inform our instruction and organize groups.
6. To further strengthen early childhood literacy, P.S. 112 is participating in a Foundations pilot, training three teachers for certification as Foundations facilitators. Additionally, students who do not master proficiency within units, receive double dose Foundations lessons to ensure mastery.

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

1. Key personnel used to implement this strategy will be classroom, content area, and Reading teachers.
2. Key personnel used to implement this strategy will be the classroom, content area, ESL, SETSS, AIS and Reading teachers.
3. Key personnel used to implement this strategy will be classroom, Reading, ESL, AIS and SETSS teachers.
4. Key personnel participating in reading and writing professional development will be classroom, Reading, AIS and SETSS teachers.
5. Key personnel used to implement this strategy will be classroom, Reading, AIS, ESL and SETSS teachers.
6. Key personnel used to implement this strategy will be classroom and AIS teachers.

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

1. Teacher teams will meet to review, analyze and develop performance tasks for selected literacy units and create rubrics to assess student work. Teachers will evaluate the progress, effectiveness and impact of the assessments as well as instructional strategies implemented based on the students' scores.
2. The instructional team will revise the school-wide plan for implementing daily close reading seminars. Teachers will work with students to study complex text. Teachers will evaluate the progress, effectiveness and impact of the daily close reading sessions by analyzing the data from bi-monthly, on demand assessments to

measure reading comprehension. Conferences and observations during class and group discussions will also be used. Teachers will use this data to inform planning and drive instruction.

3. The teachers differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, reading conferences and assessment data. Teachers will evaluate the progress, effectiveness and impact of small group instruction by reviewing and analyzing the data collected and use this data to develop small group instructional strategies for selected literacy units.
4. Teachers will evaluate the progress, effectiveness and impact of the professional development workshops by analyzing data from observations, conferences, running records and student writing samples.
5. Teacher teams will meet to review and analyze the results of the genre tests to assess the progress, effectiveness and impact of the strategy.
6. Teachers will use progress monitoring probes and unit assessments provided by Foundations as well as student work samples and observations to evaluate the progress, effectiveness and impact of the strategy.

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

1. Performance tasks in literacy and the content areas will be administered 3 times during the 2014-2015 school year.
2. Close reading seminars will take place daily, for 30 minutes, in all grades during the 2014-2015 school year. Reading assessments will be administered every other Friday.
3. Teachers will work with small groups of students and additional teacher support will be provided through a push-in model of instruction during the literacy period on a daily basis throughout the 2014-2015 school year.
4. Teachers will participate in ongoing reading and writing professional development workshops throughout the 2014-2015 school year.
5. Genre tests will be administered once a month after each unit of study throughout the 2014-2015 school year.
6. Foundations will be implemented daily in grades K and 1 throughout the 2014-2015 school year.

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

1. Teacher teams will meet weekly during common prep periods as well as periods designed for teacher team inquiry to review and develop performance tasks, create rubrics, analyze student work and revise instructional plans. Teachers can use performance tasks developed by Teacher's College as well as tasks provided through the NYCDOE Common Core Library.
2. The school schedule has been designed to include a 30 minute block of time set aside for daily close reading sessions. Additionally, out-of-classroom teachers have been assigned to work with specific groups of students based on need. Beginner ESL students and students who received Level 1 on the NYS ELA Assessment have been assigned to these smaller group sessions. The texts for Close Reading are selected from multiple sources such as Ready Gen Sleuth Texts, Read Works, recommendations within the CCLS, Scholastic and Time For Kids magazine.
3. All grades are provided with a Push-In teacher during the daily Reading block to lower the student to teacher ratio and provide more individualized instruction. Push-In teachers are provided with monthly curriculum maps to align instruction with the grade. Push-In teachers may use additional resources and instructional strategies as they assess student work and use the data to guide their teaching.
4. Teachers will be provided with substitutes as they participate in the professional development workshops during the school day. Teachers will use the CCLS to support their implementation of the strategies learned throughout the professional development workshops as well as resources provided by the presenters.
5. Teacher teams will meet during common preparation periods as well as periods designed for teacher team inquiry to develop and review genre tests based on the types of questions that appear on the NYS ELA assessments. Additionally they will use this time to review student results and revise instructional plans. Teachers will use various test preparation books and websites to gather texts and questions to design assessments.
6. Foundations will be implemented one period a day to strengthen students early reading strategies and a double does will be implemented for struggling students. Teachers will use the resources provided by the Foundations to support this strategy.

Strategies to Increase Parental Involvement

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

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. To help achieve our goals, the parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. Review of the CCLS and aligning our curriculum and assessments to meet these standards informs parents of the changes and what is now expected of their children. To help keep the parents informed of the changes in the New York State assessments, we provide them with workshops and materials to help support their children at home. Additionally, parents are provided usernames and passwords for various literacy websites and research databases such as Tumble Books, Encyclopedia Britannica Online, Raz Kids, Brainpop so they can work with their children at home.

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

goals are sent home five times a year to inform parents of their children's progress, as well as the strategies their children need to practice to become better readers and writers.

Budget and Resource Alignment

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

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

n/a

Goal and Action Plan #2

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

Annual Goal #2

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

To increase achievement in mathematics for all students in grades K-5 inclusive of ELLs and SWDs through Common Core aligned curriculum and instruction. By June 2015, students in grades 3-5 will increase in proficiency by 3-5% in operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry and mathematical practices as measured by the New York State Common Core Mathematics Assessment.

Comprehensive Needs Assessment

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

The results of the 2014 New York State Common Core Mathematics assessment show that 45.5%, 52.6% and 66.3% of students in grades 3, 4, and 5 respectively scored at Levels 3 or 4. Based on the data, 26.7% of ELLs (12 out of 45 students) and 22% of SWDs (11 out of 50 students) scored at Levels 3 or 4. The total school performance in mathematics is 54.5%, decreasing from 62.7% in 2013. An analysis of data also shows that 51% of fourth grade students and 67.5% of fifth grade students made progress on this year's assessment averaging a total of 60%, a decrease from 69% in 2013. The percent of ELLs who made progress on this year's Math assessment is 62.5% (10 out of 16 students) and the percent of SWDs who made progress on this year's assessment is 30.4% (7 out of 23 students). Based on these results, the need to increase achievement in mathematics was determined for all students through a more rigorous curriculum aligned to the Common Core Learning Standards.

Instructional Strategies/Activities

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

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

1. To increase student achievement in mathematics, our school implements Go Math, one of the Core Curriculum options recommended by the NYCDOE. Go Math was selected because of its high quality curriculum and alignment to CCLS. Go Math lessons provide strategies for differentiated instruction for ELLs as well as struggling and accelerated learners. Teachers will also embed lessons from Engage New York Common Core aligned units to strengthen math units of study.
2. In an effort to achieve our mathematics goal, we will continue to implement performance tasks in math. The tasks will ask students to demonstrate their ability to model with mathematics, construct viable arguments and critique the reasoning of others.
3. To increase student achievement, the use of small group instruction will continue to be implemented during the math period. Small group instruction is based on student need and allows for a more individualized approach.
4. To increase student achievement in mathematics, teachers will participate in ongoing Exemplar and Go Math professional development workshops as well as online training through webinars. These mathematics workshops will focus on strategies to enhance mathematics curriculum and instruction as well as task work to ensure alignment to the CCLS as well as help students meet the rigorous demands of the standards. Additionally, ESL and Special Education teachers will attend workshops and study groups that focus specifically on strategies for teaching ELLs and SWDs to help meet the needs of all learners.
5. To increase student achievement in mathematics, the teachers will implement a "Problem of the Day" based on analysis of assessment data.
6. Teachers will implement pre and post assessments for each math unit of study to inform group practices, planning and increase student achievement.

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

1. Key personnel used to implement this strategy will be classroom teachers, AIS and SETSS teachers.
2. Key personnel used to implement this strategy will be classroom teachers and push-in AIS providers.
3. Key personnel used to implement this strategy will be classroom teachers, AIS and SETSS teachers.
4. Key personnel participating in the mathematics workshops will be classroom teachers.
5. Key personnel used to implement this strategy will be classroom teachers.
6. Key personnel used to implement this strategy will be classroom teachers.

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

1. Teachers will use the assessments provided by the Go Math program and Engage New York to evaluate the progress, effectiveness and impact of instructional strategies. Multiple assessments will be used to evaluate student progress such as the mid-chapter test, end of unit test, test review sheet and performance tasks.
2. Teacher teams will develop math tasks using the principles of Universal Design for Learning (UDL) to provide access to math tasks for all learners. Teacher teams will align performance tasks to all Mathematics Units. Teachers will use the data collected to evaluate the progress, effectiveness and impact of the math performance tasks as well as to inform instruction.
3. The teachers will differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, math conferences and assessment data. The data will be reviewed and analyzed to develop small group instructional strategies for selected math skills and to evaluate the progress, effectiveness and impact of small group instruction.

4. Teachers will evaluate the progress, effectiveness and impact of the professional development workshops by analyzing data from observations, conferences, and results of tasks and assessments.
5. Teacher teams will review and analyze the results of the problem of the day. Teachers will use the data collected as well as observations and conferences to evaluate the progress, effectiveness and impact of the strategy.
6. Teachers will use the results of the pre assessment to guide instructional focus and planning and the post assessment to plan for small group instruction. Data obtained from the assessments will be used to evaluate the progress, effectiveness and impact of the strategy.

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

1. Go Math and lessons from Engage New York will be implemented in all grades for the 2014-2015 school year.
2. Classroom teachers will administer 3-4 tasks per month during the 2014-2015 school year.
3. Teachers will work with small groups of students during the math period on a daily basis throughout the 2014-2015 school year.
4. Teachers will participate in ongoing mathematics professional development workshops throughout the 2014-2015 school year.
5. Classroom teachers will implement a problem of the day every morning throughout the 2014-2015 school year.
6. Classroom teachers will administer a pre and post assessment for each math unit throughout the 2014-2015 school year.

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

1. Go Math and lessons from Engage New York will be implemented daily, during the math period. Resources for assessment and differentiated instruction are provided.
2. Teacher teams will meet weekly during common prep periods as well as periods designed for teacher team inquiry to review performance tasks, create rubrics, analyze student work and revise instructional plans. Teachers use the performance tasks provided by Exemplars.
3. Classroom teachers as well as SETSS teachers provide daily small group instruction during the math period to lower the student to teacher ratio and provide more individualized instruction. Students are assessed and grouped according to need. Differentiated materials and instruction are provided to students based on analysis of assessments.
4. Teachers will be provided with substitutes as they participate in the professional development workshops during the school day. Teachers will use the CCLS to support their implementation of the strategies learned throughout the professional development workshops as well as resources provided by the presenters.
5. Teachers will meet weekly during common preparation periods as well as periods designed for teacher team inquiry to review and select math problems to be implemented daily. Teachers will use resources provided by Go Math and Engage New York to select and design problems of the day. The problems may be extracted from previous units for review purposes, current units if teachers anticipate productive struggle or advanced problems provided for differentiated instruction.
6. Teachers will administer a pre and a post assessment for each math unit of study. The assessments are provided within the Go Math curriculum. Teachers will supplement the assessment with materials from Engage New York when appropriate.

Strategies to Increase Parental Involvement

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

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. To help achieve our goals, the parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. A review of the CCLS and the steps our school is taking to align curriculum to meet the standards is provided for parents. For example, parents have the opportunity to participate in Go Math workshops where they will receive an overview of the program as well as access to websites such as Think Central and Go Math Academy to help their children at home. Additionally, parents are provided with information and resources during parent workshops regarding the changes in the New York State assessments and the expectations of their children.

The parents are provided with a caring and effective home-school partnership to ensure that they can effectively support and monitor their child's progress. Monthly curriculum letters and math assessments are sent home to advise the parents of the units of study being taught at school and how their children are performing.

Budget and Resource Alignment

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

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

n/a

Goal and Action Plan #3

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

Annual Goal #3

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

To increase achievement in mathematics for grades 4 and 5 students in the school's lowest third, inclusive of ELLs and SWDs, through Common Core aligned curriculum and instruction. By June 2015, students in the lowest third in grades 4 and 5 will increase in proficiency by 3-5% in operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry and mathematical practices on the New York State Common Core Mathematics Assessment.

Comprehensive Needs Assessment

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

A review of the 2014 NYS Mathematics Assessment shows the school's lowest third suffered the greatest decline in student progress, from 67% in 2013 to 57.5% in 2014. This subgroup is comprised of 34 out of 93 fourth grade students and 22 out of 83 fifth grade students. As such, the need to increase achievement in mathematics was determined for our students in the school's lowest third through a more rigorous curriculum aligned to the Common Core Learning Standards.

Instructional Strategies/Activities

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

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

- In addition to the strategies implemented to achieve Goal # 2, students in the lowest third will receive extended day services that focus on targeted mathematical skills necessary for student achievement as well as additional test prep instruction. Teachers will implement strategies to target operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry and mathematical practices to increase student achievement and prepare them for the NYS Math Common Core assessment.

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

- Key personnel used to implement this strategy will be classroom, ESL, SETSS and AIS teachers.

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

- Teachers will evaluate the progress, effectiveness and impact of the extended day and test prep sessions by analyzing assessments, student work and notes obtained through observations and conferences.

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

- Extended day services that focus on targeted mathematical skills and test prep strategies will take place before or after school 2-3 times a week from December 2014 to June 2015.

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

- Extended day services will take place before or after school and teachers will use Go Math materials designed for differentiated instruction as well as test prep materials provided by Rally, Coach and Kaplan.

Strategies to Increase Parental Involvement

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

P.S. 112 encourages parental involvement via many different strategies and activities in an effort to increase student achievement. To help achieve our goals, the parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. A review of the CCLS and the steps our school is taking to align curriculum to meet the standards is provided for parents. For example, parents have the opportunity to participate in Go Math workshops where they will receive an overview of the program as well as access to websites such as Think Central and Go Math Academy to help their children at home. Additionally, parents are provided with information and resources during parent workshops regarding the changes in the New York State assessments and the expectations of their children.

The parents are provided with a caring and effective home-school partnership to ensure that they can effectively support and monitor their child's progress. Monthly curriculum letters and math assessments are sent home to advise the parents of the units of study being taught at school and how their children are performing.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS providers use Leveled Literacy Intervention, Wilson Reading System, double dose Foundations, Reading Recovery and Great Leaps for ELA Intervention.	AIS providers work with at-risk students in small group or one-to-one sessions depending on the program and level of intervention necessary for the student.	AIS providers work with students during the school day. Additionally, AIS will be provided for students 2-3 times per week for 30 minutes before or after school.
Mathematics	SETSS and Push-In teachers	Teachers work with at-risk students in small groups	Teachers work with students during the school day. Additionally, AIS will be provided for students 2-3 times per week for 30 minutes before or after school.
Science	SETSS and Push-In teachers	Teachers work with at-risk students in small groups	Teachers work with students during the school day. Additionally, AIS will be provided for students 2-3 times per week for 30 minutes before or after school.
Social Studies	SETSS and Push-In teachers	Teachers work with at-risk students in small groups	Teachers work with students during the school day. Additionally, AIS will be provided for students 2-3 times per week for 30 minutes before or after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Services	Counselors work with students in small groups or one-to-one sessions.	Counselors work with students during the school day.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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).

To ensure all students meet the Common Core State Standards, teachers, administrators, paraprofessionals and other school-based staff are regularly receiving professional development around the CCLS. Professional development workshops that focus on reading, writing, math and technology instruction for all learners are provided by our CFN and outside facilitators. Teachers meet in grade teams and with administrators during common prep periods, grade conferences and weekly collaboration periods to address instructional strategies to meet the CCLS. Various Lead Teachers attend conferences to ensure we are kept abreast regarding NYC Instructional Expectations to meet the CCLS. Additionally, teachers and administrators attend and provide workshops regarding the Danielson framework, which highlights best instructional practices for teachers to help their students meet the demands of the CCLS.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our school participates in a variety of programs that help support our academic goals. Programs such as Yellow Dino, Bully Prevention, New York Historical Society, American Ballroom Theater, Music and Movement and Greens Schools Alliance are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life experiences and promote cultural diversity in an effort to meet the standards of preparing students for college and careers.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In June, our school provides a Kindergarten Orientation for parents at which time their incoming Kindergarten children have the opportunity to experience the classroom environment with teachers. The children play in centers, sift through books, draw and socialize with other children. The parents are provided with a summary of the curriculum, websites to access resources and a book to read aloud with their children. Additionally, when the children start Kindergarten in September, they are given a tour of the building and introduced to teachers and staff who are important to the school community.

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 participate in the decision making process regarding the use and selection of appropriate assessment measures as well as professional development regarding the use of assessment results to improve instruction. Teachers meet in teams during common prep periods and weekly collaboration periods to select and review various performance tasks as well as content area tests for implementation. Teachers also meet during these allotted times to review student work samples and use the data to guide instruction. Teachers are also represented on the MOSL committee, Instructional and Professional Development Teams and participate in decisions regarding school-wide assessments.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a

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

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

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

Parent Involvement Policy (PIP) Template

THE LEFFERTS PARK SCHOOL
PRIMARY SCHOOL 112

Louise Alfano, Principal



7115 15TH AVENUE, BROOKLYN, N.Y. 11228
(718) 232-0685

Margaret Marascia, Assistant Principal

At P.S. 112, we support the belief that 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. P.S. 112 will support parents and families of Title I students by:

- providing workshops, materials, training and websites 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 by disseminating monthly curriculum letters and student progress reports every other month during the school year 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;

P.S. 112's 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-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, P.S. 112 will:

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

P.S. 112 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

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

THE LEFFERTS PARK SCHOOL
PRIMARY SCHOOL 112

Louise Alfano, Principal



7115 15TH AVENUE, BROOKLYN, N.Y. 11228
(718) 232-0685

Margaret Marascia, Assistant Principal

P.S. 112, 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

P.S. 112 will 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;

P.S. 112 will support home-school relationships and improve communication by:

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

P.S. 112 will 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;

P.S. 112 will provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

-
-

DBN: 20K112

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$351,945.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$72,440.00	X	See action plan
Title III, Part A	Federal	\$13,636.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,864,848.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Lefferts Park	DBN: 20K112
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- Our Title III Supplemental Program for ELLs will have a number of components designed to support language development and academic achievement in literacy for our ELL students in grades 1-5. From November 2014 to January 2015, students in grades 1 and 2 will work in guided reading groups using leveled texts provided by On Our Way to English, an English Language Development Program. These texts are specifically designed for ELLs and allow them to build their fiction and informational reading skills while building content knowledge. Additionally, the students will use Imagine Learning English, a software program featuring interactive activities, videos and games to develop literacy skills through individualized instruction. Groups will rotate within these two models of instruction. Beginning February 2015, students in grades 1 and 2 will participate in literacy instruction designed to support academic gains on the New York State English as a Second Language Achievement Test (NYSESLAT). Students in grades 3-5 will participate in literacy instruction, with an emphasis on reading comprehension and writing strategies, to support academic gains on the NYSESLAT as well as the New York State English Language Arts (NYSELA) assessment.

The rationale for our Title III Supplemental Program is based on careful analysis of the data provided by the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language Arts (NYSELA) assessments. The results of the 2014 NYSESLAT show that only 29% of ELLs in grades 1 to 5 scored Proficiency. The data obtained from the results of the NYSELA assessment show that 93.4%, 85.7% and 86.9% of the 3rd, 4th and 5th grade ELL students respectively, scored at levels 1 and 2. Additionally, we have determined that our Title III Supplemental Program will take place after-school as research shows after school instruction has a positive effect on students' development. After-school programs can have an impact on academic achievement, improve social and personal skills and maintain positive behaviors.

- Beginner, Intermediate and Advanced ELL students in grades 1 to 5 will be serviced through our Title III Supplemental Program.

- Our Title III Program will take place from November 2014 through June 2015. The students will be grouped considering factors such as ability and NYSESLAT score. Each group will meet once a week

Part B: Direct Instruction Supplemental Program Information

from 2:45pm to 3:45pm.

- Instruction will be provided in English.
- The Title III Program will be taught by two certified ESL teachers.
- The teachers will use leveled guided reading books provided by On Our Way to English. Students will have access to the software program, Imagine Learning English. Additionally, teachers will use NYSESLAT and NYSELA test preparation materials such as Getting Reading for the NYSESLAT and various fiction and nonfiction texts to increase achievement on the state assessments as well as reach grade level standards.

Part C: Professional Development

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

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

Begin description here:

- Our school's professional development program will consist of workshops and training sessions for teachers. Ongoing professional development ensures that educators continue to grow and strengthen their instructional practices as well as ensure effective delivery of newly implemented programs.
- Professional development workshops will be provided for Title III Program teachers as well as other teachers responsible for delivery of instruction and services to ELLs.
- During the 2014-2015 school year, professional development workshops designed to support the Title III Supplemental program will be provided twice a month for 45 minutes.
- From November 2014 to January 2015, the teachers of ELLs in grades 1 and 2 will receive professional development in guided reading with an emphasis on ESL strategies to increase vocabulary, language acquisition and reading comprehension skills. The ESL teacher will also receive professional development and training in the use of the software program, Imagine Learning English. Beginning February 2015, the teachers of ELLs in grades 1 and 2 will receive professional development to incorporate ESL strategies in literacy and test readiness instruction to prepare students for the NYSESLAT. From November 2014 to June 2015, the teachers of ELLs in grades 3-5 will receive professional development to incorporate ESL strategies in literacy and test readiness instruction to prepare students for the NYSESLAT as well as the NYSELA. All teachers will participate in workshops to analyze data obtained from past assessments to drive instruction and refine teaching practices.

Part C: Professional Development

- The professional development workshops will cover the following topics: guided reading, Imagine Learning English, NYSESLAT and NYSELA test readiness, and using ESL strategies to meet the Common Core Learning Standards in reading and writing.
- The assistant principal will provide professional development to the teachers of ELLs in guided reading. An expert teacher will turnkey training to the teachers of ELLs in the software program, Imagine Learning English. The reading teacher of grades 4-5 will collaborate with the teachers of ELLs to incorporate ESL strategies in literacy instruction to meet grade level standards and increase performance on the state assessments.

Part D: Parental Engagement Activities

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

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

Begin description here:

- Our school will provide workshops and family field trips for parents of ELLs, increasing parent engagement in an effort to impact higher achievement for ELLs. Research shows that when schools and families work together to support learning, children tend to do better in school, stay in school longer and like school more.
- Our school will provide ongoing workshops for parents throughout the 2014-2015 school year. The workshops will be held 2 days a week for 2 hours each session. Additionally, our school will organize 3 Saturday field trips for the entire family.
- The workshops will be provided to support ELL parents with their own literacy and language acquisition. They will provide parents with strategies to support their children in reading, writing, listening and speaking and encourage English speaking at home. Parents will also receive a tutorial in the software program, Imagine Learning English so they can support this work at home. Additionally, information regarding the state assessments will be provided to ELL parents such as student expectations and skills and strategies for increased performance. On the family field trips, parents and children will spend time learning together as they visit various New York museums and landmarks. The family field trips will provide the opportunity for parents and children to practice English language communication skills that they are learning in school.
- The parent workshops to support ELL parents will be provided by our Parent Coordinator at no cost to Title III.
- Our Parent Coordinator will send letters home, translated in all languages so all parents are made aware of the activities available to them.

Part E: Budget

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

Allocation Amount: \$0

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 112
School Name Lefferts Park		

B. Language Allocation Policy Team Composition [i](#) 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 Louise Alfano	Assistant Principal Margaret Marascia
Coach type here	Coach type here
ESL Teacher Donna Matarese	Guidance Counselor type here
Teacher/Subject Area Mary Kayser (Reading)	Parent Connie Wang
Teacher/Subject Area type here	Parent Coordinator Maria Gaita
Related Service Provider type here	Other ESL Teacher: Danielle Daneen
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	105	ELLs as share of total student population (%)	19.74%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	18
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	96		14	9		4				105

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	96	0	14	9	0	4	0	0	0	105
Number of ELLs who have an alternate placement paraprofessional: _____										

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	0	0	0	0	0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	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		
	ELL	EP																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0																				

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	3	2	2	3	2								22
Chinese	6	14	10	16	5	12								63
Russian	0	2	1	0	0	0								3
Bengali	0	0	0	0	0	0								0
Urdu	0	2	1	0	1	1								5
Arabic	1	0	1	1	1	2								6
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	1	0	0	0	0	0								1
Polish	0	0	1	0	0	1								2
Albanian	0	0	0	0	0	0								0
Other	1	2												3
TOTAL	19	23	16	19	10	18	0	105						

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	3	1	7	2								13
Intermediate(I)	8	6	7	4	1	2								28
Advanced (A)	12	11	9	3	7	5								47
Total	20	17	19	8	15	9	0	88						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	1	0	11
4	7	5	1	1	14
5	6	5	1	0	12
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	2	2	4	0	4	0	0	0	12
4	2	0	4	3	5	2	1	0	17
5	1	0	1	1	3	4	0	0	10
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	1	1	7	3	3	0	17
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Fountas and Pinnell Benchmark Assessment System to assess early literacy skills for our ELLs. The Fountas and Pinnell reading assessments indicate the comprehension, decoding, and reading fluency levels of our students. Additionally, grades K-1 assess students' phonics and word analysis skills. With this information, strategy lessons are developed to address the needs of the

students to move them to higher reading levels. The results of these assessments indicate that our ELL student population lack skills in spelling and decoding as well as vocabulary usage and their knowledge of sight words. With this information available to us, we are able to determine the areas of need for our students and address those needs with instructional programs that will build their skill knowledge. Grades K and 1 have integrated Foundations into their daily instruction to teach phonological/phonemic awareness, phonics and spelling. Grade 2-5 implemented the Words Their Way program into the curriculum in order to provide a scaffolded approach to learning new words and spelling patterns. There is an initial pretest used to group students according to level as well as periodic assessments to monitor progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The results of the 2011-2012 LAB-R show that 87.5% of ELLs who took the assessment scored at the beginning level and 12.5% scored at the Intermediate and Advanced levels. The 2011-2012 NYSESLAT results show that 42.5% scored at the beginning level and 57.4% scored at the Intermediate and Advanced levels. The 2012-2013 LAB-R results show that 75% of ELLs who took the assessment scored at the Beginning level and 25% scored at the Advanced level. The 2012-2013 NYSESLAT results show that 14.7% of ELLs who took the assessment scored at the Beginning level and 85.2% scored at the Intermediate and Advanced levels. The 2013-2014 LAB-R results shows that 77.5% of ELLs who took the assessment scored at the Beginning level and 22.5% scored at the Advanced level. The trend in LAB-R scores over the past 3 years indicates that an average of 79% of newly admitted ELLs are beginner ESL students. However, by the time the students take the NYSESLAT in the spring, an average of 71% score at the Intermediate and Advanced levels. If this trend continues, the results of the 2013-2014 NYSESLAT will show a decrease in students scoring at the Beginning level and increase in students scoring at the Intermediate and Advanced levels as compared to the LAB-R.
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 [AMAQ tool](#))
N/A
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?

As stated in question #2, the trend in LAB-R results over the past 3 years shows that an average of 79% of newly admitted ELLs are scoring at the Beginning level and an average of 20% scored at the Intermediate and Advanced levels. The trend in NYSESLAT results over the past 2 years shows that an average of 29% of ELLs scored at the Beginning level and an average of 71% scored at the Intermediate and Advanced levels. When comparing LAB-R results to the NYSESLAT, the results show a decrease in students scoring at the Beginning level and an increase in students scoring at the Intermediate and Advanced levels. Additionally, the data obtained from the Math and Science Assessments of students who took the test in English or their native language was reviewed and analyzed. Based on the results of the NYS Math Assessment, approximately 50% of ELL students who took the assessment in English scored level 3 or 4 and 50% of ELLs who took the assessment in their native language scored level 3 or 4. The results indicate that the language of the assessment did not have a significant impact on the scores. However, based on the NYS Science Assessment, 83% of ELLs who took the assessment in English scored level 3 or 4 and only 60% of ELLs who took the assessment in their native language scored level 3 or 4. The results indicate that taking the Science Assessment in English had a greater impact than taking it in in their native language.

Our school does not participate in the Periodic Assessment for ELLs.

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](#).)
Our school uses data to guide instruction for ELLs within the RTI framework. Teachers regularly collect and analyze data through one on one conferences, running records, math assessments, teacher observations and state assessments. Through the RTI model, we use this data to determine whether students are benefiting from an instructional program within a reasonable time, build more effective instructional programs for students who are not benefiting and design more effective, individualized instructional programs. These actions provide prevention and intervention efforts to support academically at-risk ELLs.
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 all instructional decisions as we provide support to ELL students in their native language. For example, we continue to increase our resources in various languages such as dictionaries, glossaries and books in the classrooms. Additionally, ELL students receive native language support through paraprofessionals and an assigned "Buddy" in their class.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

Our school uses various data to evaluate the success of our ESL program. We review the data collected from the LAB-R and NYSESLAT to determine trends over the past few years as well as across the two exams. Additionally, we review the data collected from the NYS ELA, Math and Science Assessments, evaluating student progress to help determine the success of our program. In analyzing the data from all sources, it has been noted that our ELL Progress has increased from 56.5% in 2012 to 77.7% in 2013. As per the NYS Education Department, our school has met AYP in all areas including ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

2. 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.

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

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

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

3. 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 [\[see tool kit\]](#).)

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

4. 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.
Students will be placed in the appropriate program according to the Parent Selection Survey. Bilingual classes will be formed when there are 15 or more students on two contiguous grades. However, if we do not have enough students to form a bilingual class, parents are informed of other schools that offer the programs they selected. Placement and Entitlement letters with a tear off are sent home to parents to be returned to school. Copies of all letters are made and kept on file. ESL instructional programs are formed based on the results of the LAB-R. Students who score at the Beginning or Intermediate levels are scheduled to receive 360 minutes of ESL instruction per week and those who score at the Advanced level are scheduled to receive 180 minutes of instruction per week. The original Parent Selection Surveys are placed in the child's cumulative folder, one copy is placed in the office and a second copy is on file in the ESL classroom.
5. 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.
The ESL teachers and the Testing Coordinator work collaboratively maintaining records and keeping track of new admits. Additionally, they use ATS reports such as RLER to assure all eligible students take the LAB-R or NYSESLAT.
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. 
A review of the Parent Selection Surveys over the past three years indicates that parents prefer the ESL Program over the other programs offered to ELLs and the model at our school is aligned with parent requests. The data shows that in 2013-2014 school year, 22 parents selected the ESL Program for their children and no parents selected Transitional Bilingual or Dual Language Program. During the 2012-2013, 34 parents selected ESL and no parents selected Transitional Bilingual or the Dual Language Program. During the 2011-2012, 18 parents selected the ESL Program, 1 parent selected Transitional Biligual and no parents selected the Dual Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

As per NYS CR 154, beginner and intermediate students receive 360 minutes of instruction per week and our advanced students receive 180 minutes of English Language Arts (ELA) instruction per week. The ELA instruction in the ESL classroom corresponds with the ELA classroom instruction. We are using a Pull-Out ESL Program which guarantees the required number of minutes are met.
3. 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.

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

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

We make sure that ELLs are appropriately evaluated in their native languages throughout the school year. Resources are provided in students' native languages such as dictionaries, glossaries and books. Paraprofessionals are available to translate and provide native language support to ELLs. Additionally, practice Math assessments are translated for ELLs to mirror their accommodations on the state assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We make sure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Our curriculum and instruction are aligned to the CCLS which addresses all four modalities. Teachers regularly assess students through conferences, running records and using writing rubrics. Additionally, students participate daily in accountable talk across subject areas providing opportunity for listening and speaking evaluations. The data collected through these activities inform and guide our instruction.

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).

The level of English proficiency varies among the ELLs at our school therefore, the need to differentiate instruction is prevalent. Students' level of English proficiency determines what type of instruction or additional support they will receive. For example, newcomers are grouped homogeneously for daily Close Reading Sessions. These sessions are specifically designed for ELLs and are provided by the ESL teachers. Teachers use Foundations and Words Their Way to support vocabulary and language growth. Students are provided additional support if the assessments reveal they have not meet criteria to progress to the next level. The teachers use interactive read alouds, fiction as well as nonfiction, to foster listening and speaking skills and practice reading strategies such as retelling. Computer programs are also used such as Spelling City, Raz Kids, Imagine Learning and Discovery Education. Students who receive service 4 to 6 years and those who reach proficiency on the NYSESLAT participate in daily Close Reading sessions. Teachers use ongoing classroom assessment to identify students' needs which drives instruction. These needs are addressed and supported in reading, writing and mathematics during small group instruction. These students also receive AIS support during the school day. Instruction for ELLs who are identified as students with disabilities is also differentiated. Students may receive additional support through Resource Room and AIS. Additionally, they are pulled for small group instruction and offered one on one support through conferences. AIS support is offered to students during the regular school day through small group instruction. Our school offers targeted interventions for ELA and Math as well as other content areas. At this time our school does not have SIFE or Long-Term ELL students however, if we did, these students would also be eligible for Academic Intervention Services (AIS) support.

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?

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

P.S. 112 uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. There is an Integrated Co-Teaching class on grades K, 1, 2, 3 and 4 providing a lower teacher to student ratio for small group instruction in all subject areas. AIS providers push into the K-5 classrooms during Reading workshop to work with small groups of students in an effort to maximize the time spent with non-disabled peers.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ESL program is designed to meet the needs of our ELLs in both content and language development. Using the push-in model of instruction, ELL students are receiving scaffolded, grade appropriate content by ESL teachers, using ESL strategies with little to no loss of classroom instruction.
11. What new programs or improvements will be considered for the upcoming school year?
This year, the schedule of our school day has changed to incorporate a 30 minute block of time for Close Reading. During this time, instruction is differentiated for ELL students. ESL teachers are using ESL strategies to scaffold reading strategies and discussion techniques to analyze text. Additionally, our school has changed Math programs to Go Math which also differentiates instruction as it provides scaffolded strategies for ELL students.
12. What programs/services for ELLs will be discontinued and why?
Extended day will be discontinued this year as this time has been replaced with the morning sessions of Close Reading.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All of our ELL students have the opportunity to participate in a variety of extra-curricula activities and clubs that take place during and after school. The students can choose from the following options: Band, Chorus, Color Guard, Tennis and Violin. If a student is interested in a particular club, a letter is sent home, translated in his/her native language, along with an application to be completed by the student. ELL students are represented in all clubs. Additionally, on Saturdays during the spring, our school provides the opportunity for ELL students and their families to take day-long excursions visiting various NYC landmarks. ELL students are also provided with test preparation sessions, once a week for 8 weeks prior to the state assessments.

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

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

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

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

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

All required services and resources support and correspond to ELLs ages and grade levels. Required services are provided to students in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ESL and Resource Room.

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.

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

hands-on activities. These individualized supports facilitate language acquisition for our newcomers.

18. What language electives are offered to ELLs?

Language electives are not offered at our school.

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)?

N/A

C. Professional Development and Support for School Staff

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

1) All teachers of ELL students are provided with professional development opportunities throughout the school year. ESL training is also differentiated for new ESL teachers. Teachers attend outside workshops as well as receive ESL training provided by our CFN.

2) Professional development is offered to teachers of ELLs in supporting their students as they engage in the Common Core Learning Standards. Teachers attend regular training sessions on our new Go Math program which is aligned to the CCLS and incorporates strategies for ELLs. Additionally, teachers attend Reading and Writing workshops with an emphasis on the CCLS and differentiating instruction for all learners.

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

4) As per Jose P., all teachers need a minimum of 7.5 hours of ELL training and this requirement is met through the various professional development workshops offered by our school every year.

D. Parental Involvement

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

1)) P.S. 112 strives to develop a close partnership with parents. We have an active Parent Teacher Association with ELL parents represented as board members. Through PTA meetings held both in the mornings and in the evenings, we provide workshops and orientations. Bilingual translators are available for ELL parents at all workshops and meetings. Letters and notices are translated in their native languages. Our ELL parents are involved in the School Leadership Team and become part of the decision making process of the school. Our Parent Coordinator helps facilitate communication and involvement with parents. P.S. 112 provides opportunities for parents to participate in school-wide family events such as Someone Special Dances, Family Fun Night and Movie Nights.

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

There are numerous procedures in effect to ensure that limited and non-English speaking parents receive all vital information pertaining to their child's education. Parent notices are translated and staff members assist with interpretation at parent conferences, meetings and workshops. In compliance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, parents will also be provided with written notification at the beginning of the school year of their rights to receive such services and instructions on how to obtain them. In addition, the notice for parents regarding language assistance services will be posted in English as well as each of the covered languages on our Parent Information bulletin board located near the primary entrance of the school. The 2012-2013 School Safety Plan will identify procedures to ensure that language barriers will not interfere with limited and non-English speaking parents contacting the school's administrative office in case of emergency. In the event in which parents of more than 10% of the children speak a primary language nor a covered language, the school will contact the Translation and Interpretation Unit for assistance. Parents will also be

informed of the availability of the Department of Education's website for further information.