



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:

PS112

DBN (i.e. 01M001): 04M112

Principal: Eileen Reiter

Principal Email: ereiter@schools.nyc.gov

Superintendent: Alexandra Estrella

Network Leader: Gabriel Feldberg

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
Eileen Reiter	*Principal or Designee	
Ada Cuadrado	*UFT Chapter Leader or Designee	
Rachel Cruz	*PA/PTA President or Designated Co-President	
Lynier Jackson	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Heather Bliss	Member/ UFT/Chairperson	
Susan Morelli	Member/ UFT	
Irma Colon	Member/ UFT	
Renee Sillart	Member/ UFT	
Lillian Perdoma	Member/ Parent	
Valerie Marville	Member/ Parent	
Evelyn Springer	Member/ Parent	
Victor Zapata	Member/ Parent	
Brenda Gonzalez	Member/ Parent	
Yamillette Griglen	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 2014-14 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
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

By June 2015, 90% of the classroom teachers will work in collaborative grade level and vertical teams to increase student achievement for all students as measured by a 2% increase in the schoolwide percentage of students reaching grade level benchmarks on the Fountas and Pinnell Reading Benchmark Assessments and the Teachers College Reading Writing Project Benchmark Assessments for all students through:

- Alignment of curriculum, instruction and assessments to the Common Core Learning Standards
- Systematic and continuous data analysis that informs and customizes instruction
- Engagement of students in intentional and intellectually rigorous activities that develop critical thinking skills

Comprehensive Needs Assessment

As part of the inquiry work, the teacher teams analyzed the end of year summative data and disaggregated the data of the different sub groups to determine student progress and achievement. Data sources used were the Teachers College Reading and Writing Project Assessments/ and Fountas and Pinnell reading levels, inquiry based projects, writing samples, multi-media presentations, as well as performance tasks in literacy. Teachers compared baseline data to the summative data and observed growth for all sub groups: Students with disabilities; English language learners; boys, girls, Hispanic and Black students. Teachers also compared students who were performing at various levels such students who were near, at or above grade level as well as those students who were below grade level and at risk. Teachers surmised that due to the targeted interventions and supports all sub groups exceeded the 2% increase on the Fountas and Pinnell End of Year Reading Benchmark levels.

In light of prior success, teachers want to continue to provide rigorous instruction that is aligned to the Common Core Learning Standards and is customized to meet the needs of all students through the systematic and continuous use of data and the intentional integration of current research based best practices that will support all students, including English language learners and students with disabilities.

Teachers will continue to deepen the school wide instructional focus on oral language development and student to student collaborative conversations and questioning across all content areas to improve comprehension and deepen student understanding.

Teachers were surveyed to identify study groups and professional development opportunities to build their capacity and impact student outcomes.

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

Steps for Including teachers in the Decision Making Process

- Teachers will meet in grade level teams and across grade level teams to examine student data generated from periodic assessments, performance tasks, student work products and writing samples using the Teachers College Reading Writing Project Writing Progression.
- Periodic Assessment dates: November 2014; January 2015, March 2015; May 2015. The TCRWP staff developer, the literacy coach, and the grade level literacy instructional leads will facilitate the meetings.
- With support from the reading specialist team, teachers will meet in grade level teams and across grade level teams to examine student data generated from periodic assessments, Fountas and Pinnell Benchmark Assessments, running records, performance tasks, student work products and writing samples using the Fountas and Pinnell Literacy Continuum.

- Teachers will continue to deepen their knowledge of the Common Core Learning Standards in literacy and the implications for their practice of teaching and learning. The Teachers College Reading Writing Project Staff Developer (Title I funds), literacy staff developer will work with teachers on implementing rigorous reading and writing units of study that are aligned with the Common Core Learning Standards to improve their practice. (September 2014 through June 2015)
- The teachers will study and analyze student work such as performance tasks using rubrics/checklists and reading data with the Teachers College Reading Writing Project staff developer, literacy coach, reading specialists. (October 2014-through June 2015)
- The Teachers College Reading Writing Project staff developer will work with teachers for 20 days this year (Title I funding). She will meet with each grade level for 90 minutes on the days she is at PS 112. The focus of the work is to design and implement Common Core aligned instruction through data analysis, targeted focused instruction to meet the needs of all students. (September 2014-June 2015) Title I funds
- Teachers will be provided the opportunity to attend TCRWP Calendar Days to deepen their knowledge about the Common Core Learning Standards and the NYCDOE Instructional Expectations and the implications for teacher practice. (October 2014 through May 2015) Title I funds
- The literacy instructional lead teachers on each grade level will participate in a TCRWP Leadership Study Group (October 2014 through May 2015) Title I funds
- Teachers will use rich performance tasks as a vehicle for collaboratively examining student work, to develop a shared understanding of success as defined by the Common Core Learning Standards and to determine how to adjust teacher practice and support student development along the continuum of college and career readiness. Title I; Title IIA, C4E, FSF tax levy.
- All students, including students with disabilities and English language learners, will be engaged literacy tasks aligned to strategically selected Common Core literacy standards in ELA, social studies and or science. These tasks will include multiple entry points for all learners including students with disabilities and English Language learners. Teachers will implement Universal Design for Learning. Teachers will collaboratively examine and analyze the performance tasks to determine the implications for curriculum and instruction. Students will engage in performance tasks that require students to ground reading, writing and discussion in evidence from text and infuse opportunities for students to read and respond to a combination of literary and informational texts. (December 2014 through June 2015)
- Teachers will be included in the decision making in the use of academic assessments to evaluate the effectiveness of activities and strategies.(September 2014 through June 2015)
- Common planning time is provided for teachers on each grade level to meet weekly. Inquiry teams meet once a week for teachers to examine student work and analyze data from different sub groups (black, Hispanic, students with disabilities; English language learners). (September 2014-June 2015) tax levy; Supplement IIA
- In grade level teams, teachers will analyze and study student work samples, performance tasks, multi-media presentations, inquiry based projects in science and social studies and student to student discussions and questioning. Rubrics will be used to assess student to student discussions and to make instructional decisions to support academic discourse.(November 2014--June 2015)
- Teachers will be provided opportunities to participate in literacy study groups throughout the year based on their identified interests. (October 2014-June 2015) Title 1 funds, Title III funds, Tax levy, Supplement IIA funds, NYSED Professional development grant funds..
- Teachers will document and reflect on student learning using iPads, digital photographs, conference notes, running records, videos, student work samples, inquiry based projects, performance tasks, student self-assessments, end of unit assessments. (September 2014-June 2015)
- Teachers will study best practices in order to effectively differentiate instruction to support the linguistic and academic needs of the diverse learners in their classrooms by building on student strengths and supporting areas for growth.(September 2014-June 2015)
- Classroom teachers will provide opportunities for students to be engaged in inquiry based learning across content areas to increase the rigor of instruction. (September 2014-June 2015)
- PS 112 has professional learning communities led by teacher teams that impact student achievement through the analysis of student data and through the study and implementation of best practices. (September 2014-June 2015)
- Teachers will be provided with opportunities to observe best practices through inter-visitations to observe in 4 Model Teacher classrooms; literacy instructional leads classrooms and our Learning Partners schools as well as other schools. (November 2014-June 2015)
- To deepen
- Teachers will continue to deepen their understanding of the Danielson Framework to improve their practice of teaching and learning. (September 2014-June 2015)

Professional Learning Communities

Teachers will participate in professional learning community teams to:

- Deepen our instructional focus on oral language development and student to student discussions and questioning across all content areas.
- To studying and implementing various research based practices from Stanford University on line course on oral language development and student to student conversations.
- Analyze student work to adjust teaching practice and instructional planning and to differentiate instruction.
- Study and implement researched based practices that support targeted interventions to impact student achievement and build teacher pedagogical practices
- To Continue plan Common Core aligned units of study
- To plan for shifts in instruction
- To provide opportunities for teachers to continuously evaluate and revise their classroom practices to improve student outcomes.
- To deepen their understanding of the Danielson Framework and develop a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.

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

- Teachers will continue to deepen their knowledge of the Common Core Learning Standards in literacy and the implications for their practice of teaching and learning. The Teachers College Reading Writing Project staff developer (Title 1 funds), literacy staff developer will work with teachers on implementing rigorous reading and writing units of study that are aligned with the Common Core Learning Standards to improve their practice. (September 2014 through June 2015) Principal will conduct informal observations and provide feedback using the Danielson Framework. Literacy staff developer will provide support teachers; literacy instructional leads and Model teachers. FSF, Tile IIA, C4E
- The teachers will study and analyze student work such as performance tasks using rubrics/checklists and reading data with the Teachers College Reading Writing Project staff developer, Principal, literacy coach, reading specialists. (October 2014-through June 2015) Title I funds, FSF Title IIA
- The Teachers College Reading Writing Project staff developer will work with teachers for 20 days this year (Title I funding). She will meet with each grade level for 90 minutes on the days she is at PS 112. The focus of the work is to design and implement Common Core aligned instruction through data analysis, targeted focused instruction to meet the needs of all students. Principal will conduct observations using the Danielson Framework; classroom teachers; literacy staff developer , literacy instructional leads(September 2014-June 2015) Title I funds, FSF
- Teachers will be provided the opportunity to attend TCRWP Calendar Days to deepen their knowledge about the Common Core Standards and the NYCDOE Instructional Expectations and the implications for teacher practice. Principal will conduct observations using the Danielson Framework; classroom teachers; literacy instructional leads (October 2014 through May 2015) Title I funds, FSF,
- The literacy instructional lead teachers on each grade level will participate in a TCRWP Leadership Study Groups (October 2014 through May 2015) Literacy Instructional leads; Literacy Staff Developer Title I funds; FSF
- Teachers will use rich performance tasks as a vehicle for collaboratively examining student work, to develop a shared understanding of success as defined by the Common Core Learning Standards and to determine how to adjust teacher practice and support student development along the continuum of college and career readiness. Teachers, Literacy Staff Developer, Principal will conduct observations Title I; Title IIA, C4E, FSF tax levy.(September 2014-June 2015)
- All students, including students with disabilities and English language learners, will be engaged literacy tasks aligned to strategically selected Common Core literacy standards in ELA, social studies and or science. These tasks will include multiple entry points for all learners including students with disabilities and English Language learners. Teachers will implement Universal Design for Learning. Teachers will collaboratively examine and analyze the performance tasks to determine the implications for curriculum and instruction. Students will engage in performance tasks that require students to ground reading, writing and discussion in evidence from text and infuse opportunities for students to read and respond to a combination of literary and informational texts. Teachers, Literacy Coach, Principal will conduct observations using the Danielson Framework (December 2014 through June 2015)
- Teachers will be included in the decision making in the use of academic assessments to evaluate the effectiveness of activities and strategies. Teachers, Principal, Literacy Staff Developer (September 2014 through June 2015)
- Common planning time is provided for teachers on each grade level to meet weekly. Professional learning teams will meet once a week for teachers to examine

student work and analyze data from different sub groups (black, Hispanic, students with disabilities; English language learners). Teachers, principal, literacy staff developer (September 2014-June 2015) tax levy; Supplement IIA; C4E

- In grade level teams, teachers will analyze and study student work samples, performance tasks, multi-media presentations, inquiry based projects in science and social studies and student to student discussions and questioning. Rubrics will be used to assess student to student discussions and to make instructional decisions to support academic discourse. Principal, Literacy Staff developer, teachers(November 2014--June 2015)
- Teachers will be provided opportunities to participate in literacy study groups throughout the year based on their identified interests teachers will facilitate study groups, literacy staff developer,. (October 2014-June 2015) Title 1 funds, Title III funds, Tax levy, Supplement IIA funds, Model teacher funds
- Teachers will document and reflect on student learning using iPads, digital photographs, conference notes, running records, videos, student work samples, inquiry based projects, performance tasks, student self-assessments, end of unit assessments. Teachers, Principal, Literacy Coach (September 2014-June 2015)
- Teachers will study best practices in order to effectively differentiate instruction to support the linguistic and academic needs of the diverse learners in their classrooms by building on student strengths and supporting areas for growth. Model teachers, Literacy Staff Developer, Principal, Teachers (September 2014-June 2015)
- Classroom teachers will provide opportunities for students to be engaged in inquiry based learning across content areas to increase the rigor of instruction. All teachers, Principal , Literacy Coach, Math Coach, Cluster teachers (September 2014-June 2015)
- PS 112 has professional learning communities led by teacher teams that impact student achievement through the analysis of student data and through the study and implementation of best practices. Principal, Literacy Coach, Teachers (September 2014-June 2015)
- Teachers will be provided with opportunities to observe best practices through inter-visitations to observe in 4 Model Teacher classrooms; literacy instructional leads classrooms and our Learning Partners schools as well as other schools. Principal, Model Teachers, Instructional leads and Literacy Coach
- Teachers will continue to deepen their understanding of the Danielson Framework to improve their practice of teaching and learning. Principal will conduct observations using the Danielson Framework, Literacy and math coaches, teachers(September 2014-June 2015)

Professional Learning Communities

Teachers will participate in professional learning community teams to:

- Deepen our instructional focus on oral language development and student to student discussions and questioning across all content areas such as math talk.
- Teacher teams are studying and implementing various research based practices from Stanford University on line course on oral language development and student to student conversations.
- Analyze student work to adjust teaching practice and instructional planning and to differentiate instruction.
- Study and implement researched based practices that support targeted interventions to impact student achievement and build teacher pedagogical practices
- To Continue plan Common Core aligned units of study
- To plan for shifts in instruction
- To provide opportunities for teachers to continuously evaluate and revise their classroom practices to improve student outcomes.
- To deepen their understanding of the Danielson Framework and develop a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.

1.

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

- Teachers will continue to deepen their knowledge of the Common Core Learning Standards in literacy and the implications for their practice of teaching and learning. The Teachers College Reading Writing Project staff developer (Title 1 funds), literacy staff developer will work with teachers on implementing rigorous reading and writing units of study that are aligned with the Common Core Learning Standards to improve their practice. (September 2014 through June 2015) Principal will conduct informal observations and provide feedback using the Danielson Framework. Literacy staff developer will provide support teachers; literacy instructional leads and Model Teachers. FSF, Tile IIA, C4E (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2. Informal observations of teachers will be used to provide feedback using the Danielson framework.

- The teachers will study and analyze student work such as performance tasks using rubrics/checklists and reading data with the Teachers College Reading Writing Project staff developer, Principal, literacy coach, reading specialists. (October 2014-through June 2015) Title I funds, FSF Title IIA (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2.) . Informal observations of teachers will be used to provide feedback using the Danielson framework. Data teams will analyze data.
- The Teachers College Reading Writing Project staff developer will work with teachers for 20 days this year (Title I funding). She will meet with each grade level for 90 minutes on the days she is at PS 112. The focus of the work is to design and implement Common Core aligned instruction through data analysis, targeted focused instruction to meet the needs of all students. Principal will conduct observations using the Danielson Framework; classroom teachers; literacy staff developer , literacy instructional leads(September 2014-June 2015) Title I funds, FSF IIA (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2.) Informal observations of teachers will be used provide feedback to teachers. Data teams will look at student work and assessments. Data teams will analyze data.
- Teachers will be provided the opportunity to attend TCRWP Calendar Days to deepen their knowledge about the Common Core Standards and the NYCDOE Instructional Expectations and the implications for teacher practice. Principal will conduct observations using the Danielson Framework; classroom teachers; literacy instructional leads (October 2014 through May 2015) Title I funds, FSF
- The literacy instructional lead teachers on each grade level will participate in a TCRWP Leadership Study Groups (October 2014 through May 2015) Literacy Instructional leads; Literacy Staff Developer Title I funds; FSF Principal will conduct observations using the Danielson Framework; Data teams will look for evidence of student progress.
- Teachers will use rich performance tasks as a vehicle for collaboratively examining student work, to develop a shared understanding of success as defined by the Common Core Learning Standards and to determine how to adjust teacher practice and support student development along the continuum of college and career readiness. Teachers, Literacy Staff Developer, Principal will conduct observations; Data teams will look for evidence of impact on student learning. Title I; Title IIA, C4E, FSF tax levy.(September 2014-June 2015)
- All students, including students with disabilities and English language learners, will be engaged literacy tasks aligned to strategically selected Common Core literacy standards in ELA, social studies and or science. These tasks will include multiple entry points for all learners including students with disabilities and English Language learners. Teachers will implement Universal Design for Learning. Teachers will collaboratively examine and analyze the performance tasks to determine the implications for curriculum and instruction. Students will engage in performance tasks that require students to ground reading, writing and discussion in evidence from text and infuse opportunities for students to read and respond to a combination of literary and informational texts. Teachers, Literacy Coach, Principal will conduct observations using the Danielson Framework; Data teams will be looking for evidence on student achievement. (December 2014 through June 2015)
- Teachers will be included in the decision making in the use of academic assessments to evaluate the effectiveness of activities and strategies. Teachers, Principal, Literacy Staff Developer; Data teams (September 2014 through June 2015)
- Common planning time is provided for teachers on each grade level to meet weekly. Professional Learning teams will meet once a week for teachers to examine student work and analyze data from different sub groups (black, Hispanic, students with disabilities; English language learners). Teachers, principal, literacy staff developer (September 2014-June 2015) tax levy; Supplement IIA; C4E Principal will conduct targeted observations using the Danielson framework; Data teams will look for evidence of impact on student achievement; teachers will reflect on their practice of teaching and learning.
- In grade level teams, teachers will analyze and study student work samples, performance tasks, multi-media presentations, inquiry based projects in science and social studies and student to student discussions and questioning. Rubrics will be used to assess student to student discussions and to make instructional decisions to support academic discourse. Principal, Literacy Staff developer, teachers (November 2014--June 2015) Data teams will look for evidence of student learning; principal will conduct target observations and provide feedback.
- Teachers will be provided opportunities to participate in literacy study groups throughout the year based on their identified interests teachers will facilitate study groups, literacy staff developer,. (October 2014-June 2015) Title 1 funds, Title III funds, Tax levy, Supplement IIA funds, Model teacher funds ; Principal will conduct observations.
- Teachers will document and reflect on student learning using iPads, digital photographs, conference notes, running records, videos, student work samples, inquiry based projects, performance tasks, student self-assessments, end of unit assessments. Teachers, Principal, Literacy Coach (September 2014-June 2015)
- Teachers will study best practices in order to effectively differentiate instruction to support the linguistic and academic needs of the diverse learners in their classrooms by building on student strengths and supporting areas for growth. Model teachers, Literacy Staff Developer, Principal, Teachers (September 2014-June 2015)
- Classroom teachers will provide opportunities for students to be engaged in inquiry based learning across content areas to increase the rigor of instruction. All

teachers, Principal , Literacy Coach, Math Coach, Cluster teachers (September 2014-June 2015) Evidence of student work, teacher unit plans and Principal will conduct observations.

- PS 112 has professional learning communities led by teacher teams that impact student achievement through the analysis of student data and through the study and implementation of best practices. Principal, Literacy Coach, Teachers (September 2014-June 2015) Monthly meetings with teachers to reflect on the impact of their teaching and learning; Principal observations and feedback to teachers; Data teams will analyze evidence of impact on student achievement.
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D. Timeline for implementation and completion including start and end dates

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 - Classroom teachers will provide opportunities for students to be engaged in inquiry based learning across content areas to increase the rigor of instruction. All teachers, Principal , Literacy Coach, Math Coach, Cluster teachers (September 2014-June 2015)
 - PS 112 has professional learning communities led by teacher teams that impact student achievement through the analysis of student data and through the study and implementation of best practices. Principal, Literacy Coach, Teachers (September 2014-June 2015)
 - Teachers will be provided with opportunities to observe best practices through inter-visitations to observe in 4 Model Teacher classrooms; literacy instructional leads classrooms and our Learning Partners schools as well as other schools. Principal, Model Teachers, Instructional leads and Literacy Coach
 - Teachers will continue to deepen their understanding of the Danielson Framework to improve their practice of teaching and learning. Principal will conduct observations using the Danielson Framework, Literacy and math coaches, teachers(September 2014-June 2015)

Professional Learning Communities

Teachers will participate in professional learning community teams to:

- Deepen our instructional focus on oral language development and student to student discussions and questioning across all content areas such as math talk.
- Teacher teams are studying and implementing various research based practices from Stanford University on line course on oral language development and student to student conversations.
- Analyze student work to adjust teaching practice and instructional planning and to differentiate instruction.
- Study and implement researched based practices that support targeted interventions to impact student achievement and build teacher pedagogical practices
- To Continue plan Common Core aligned units of study
- To plan for shifts in instruction
- To provide opportunities for teachers to continuously evaluate and revise their classroom practices to improve student outcomes.

- To deepen their understanding of the Danielson Framework and develop a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.

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

- Teachers will continue to deepen their knowledge of the Common Core Learning Standards in literacy and the implications for their practice of teaching and learning. The Teachers College Reading Writing Project Staff Developer (Title 1 funds), literacy staff developer will work with teachers on implementing rigorous reading and writing units of study that are aligned with the Common Core Standards to improve their practice. (September 2014 through June 2015) Principal will conduct informal observations and provide feedback using the Danielson Framework. Literacy staff developer will provide support teachers; literacy instructional leads and Model Teachers. FSF, Title IIA, C4E (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2. Informal observations of teachers will be used to provide feedback using the Danielson framework.
- The teachers will study and analyze student work such as performance tasks using rubrics/checklists and reading data with the Teachers College Reading Writing Project Staff Developer, Principal, literacy coach, reading specialists. (October 2014-through June 2015) Title I funds, FSF Title IIA (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2.) . Informal observations of teachers will be used to provide feedback using the Danielson framework. Data teams will analyze data.
- The Teachers College Reading Writing Project staff developer will work with teachers for 20 days this year (Title I funding). She will meet with each grade level for 90 minutes on the days she is at PS 112. The focus of the work is to design and implement Common Core aligned instruction through data analysis, targeted focused instruction to meet the needs of all students. Principal will conduct observations using the Danielson Framework; classroom teachers; literacy staff developer , literacy instructional leads (September 2014-June 2015) Title I funds, FSF IIA (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2.) Informal observations of teachers will be used provide feedback to teachers. Data teams will look at student work and assessments. Data teams will analyze data.
- Teachers will be provided the opportunity to attend TCRWP Calendar Days to deepen their knowledge about the Common Core Standards and the NYCDOE Instructional Expectations and the implications for teacher practice. Principal will conduct observations using the Danielson Framework; classroom teachers; literacy instructional leads (October 2014 through May 2015) Title I funds, FSF
- The literacy instructional lead teachers on each grade level will participate in a TCRWP Leadership Study Groups (October 2014 through May 2015) Literacy Instructional leads; Literacy Staff Developer Title I funds; FSF Principal will conduct observations using the Danielson Framework; Data teams will look for evidence of student progress.
- Teachers will use rich performance tasks as a vehicle for collaboratively examining student work, to develop a shared understanding of success as defined by the CCS and to determine how to adjust teacher practice and support student development along the continuum of college and career readiness. Teachers, Literacy Staff Developer, Principal will conduct observations; Data teams will look for evidence of impact on student learning. Title I; Title IIA, C4E, FSF tax levy.(September 2014-June 2015)
- All students, including students with disabilities and English language learners, will be engaged literacy tasks aligned to strategically selected Common Core literacy standards in ELA, social studies and or science. These tasks will include multiple entry points for all learners including students with disabilities and English Language learners. Teachers will implement Universal Design for Learning. Teachers will collaboratively examine and analyze the performance tasks to determine the implications for curriculum and instruction. Students will engage in performance tasks that require students to ground reading, writing and discussion in evidence from text and infuse opportunities for students to read and respond to a combination of literary and informational texts. Teachers, Literacy Coach, Principal will conduct observations using the Danielson Framework; Data teams will be looking for evidence on student achievement. (December 2014 through June 2015)
- Teachers will be included in the decision making in the use of academic assessments to evaluate the effectiveness of activities and strategies. Teachers, Principal, Literacy Staff Developer; Data teams (September 2014 through June 2015)
- Common planning time is provided for teachers on each grade level to meet weekly. Professional Learning teams will meet once a week for teachers to examine student work and analyze data from different sub groups (black, Hispanic, students with disabilities; English language learners). Teachers, principal, literacy staff developer (September 2014-June 2015) tax levy; Supplement IIA; C4E Principal will conduct targeted observations using the Danielson framework; Data teams will look for evidence of impact on student achievement; teachers will reflect on their practice of teaching and learning.

- In grade level teams, teachers will analyze and study student work samples, performance tasks, multi-media presentations, inquiry based projects in science and social studies and student to student discussions and questioning. Rubrics will be used to assess student to student discussions and to make instructional decisions to support academic discourse. Principal, Literacy Staff developer, teachers (November 2014--June 2015) Data teams will look for evidence of student learning; principal will conduct target observations and provide feedback.
- Teachers will be provided opportunities to participate in literacy study groups throughout the year based on their identified interests teachers will facilitate study groups, literacy staff developer,. (October 2014-June 2015) Title 1 funds, Title III funds, Tax levy, Supplement IIA funds, Model teacher funds ; Principal will conduct observations.
- Teachers will document and reflect on student learning using iPads, digital photographs, conference notes, running records, videos, student work samples, inquiry based projects, performance tasks, student self-assessments, end of unit assessments. Teachers, Principal, Literacy Coach (September 2014-June 2015)
- Teachers will study best practices in order to effectively differentiate instruction to support the linguistic and academic needs of the diverse learners in their classrooms by building on student strengths and supporting areas for growth. Model teachers, Literacy Staff Developer, Principal, Teachers (September 2014-June 2015)
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1.

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

Steps for including teachers in Decision Making Process

Teachers will meet in grade level teams, vertical teams and professional learning Communities to examine student data generated from MOSL, Fountas and Pinnell Benchmark Assessments, Performance tasks, Student work Products, Writing Samples using TCRWP Writing Progression and Fountas and Pinnell Literacy Continuum and Common Core Aligned checklists and rubrics.

- Periodic Assessments : November 2014; January 2015; March 2015, May 2015 The TCRWP Staff Developer; Literacy staff developer and the instructional leads will facilitate these meetings.
- Teachers will continue to deepen their knowledge of the Common Core Learning Standards in literacy and the implications for their practice of teaching and learning. The Teachers College Reading Writing Project Staff Developer (Title 1 funds), literacy staff developer will work with teachers on implementing rigorous reading and writing units of study that are aligned with the Common Core Standards to improve their practice. (September 2014 through June 2015) Principal will conduct informal observations and provide feedback using the Danielson Framework. literacy staff developer will provide support teachers; literacy instructional leads and Model teachers. FSF, Tile IIA, C4E (Monthly independent /guided reading report using Fountas and Pinnell reading levels; TCRWP Periodic Assessments to monitor student progress, Foundations Assessments. All students in k/1/2. Informal observations of teachers will be used to provide feedback using the Danielson framework.
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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).

- PS 112 will invite parents to participate in workshops on school wide data. Translation and Interpretation support will be provided in the dominant languages spoken by parents in the school. (November 2014-May 2015)
- During Tuesday Parent Involvement time, parents will be invited to meet with teachers to discuss their child's progress, attend IEP meetings and attend workshops on how to support their child's learning at home. (September 2014-June 2015)
- The principal will invite parents to participate in workshops in literacy and math, and how to support their child's learning at home. Parents will be provided with the opportunity to attend workshops on the Common Core Standards in literacy. (October 2014-May 2015)
- Parents will be provided with monthly curriculum calendars to inform them about what their child will be learning each month in all curriculum areas. (September 2014-June 2015).
- PS 112 has a strong Parent Involvement Plan for the 2014-2015 school year. Once a month parents are invited to visit their child's classroom and participate in activities where the teachers model reading and math strategies to support their child's learning at home. (September 2014 –June 2015)
- Parents have the opportunity to participate in writing celebrations, end of unit science/social studies celebrations, multi-cultural celebrations, art exhibitions as well as dance, music and drama performances. PS 112 has Dad Bring Your Child to School activities. All flyers and letters are translated. (September 2014-2015)
There are seven parent members on the School Leadership team..

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

ASD Funds

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 90% of the identified "at risk" students in grades 1 and 2 will be provided with targeted reading interventions to meet their specific needs in reading as measured by the Teachers College Reading Writing Project Benchmark Assessments and Fountas and Pinnell Benchmark Assessments will demonstrate progress by increasing their reading levels by at least two Fountas and Pinnell reading levels.

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.

Early intervention of low performing students is key to ensuring that all students achieve high levels in literacy and make progress across content areas. PS 112 has a large population of students with disabilities and English Language learners. PS 112 has 15 Integrated Co-Teaching classes. There are 9 ASD ICT Nest classes, three of which are Dual Language classes. One of the ASD classes is a 6:1:1 class. PS 112 has 6 ICT, three of these classes are dual language classes. We have one self-contained class. PS112 has a large number of English Language learners. There are many students who receive related services only. Student progress will be measured by the TCRWP Literacy Benchmark Assessments, Fountas and Pinnell Reading Assessments, Foundation Assesments, writing samples, performance tasks, inquiry based projects, videos and digital photographs of student work products. PS 112 has a Response to Intervention Plan. PS 112 is implementing a school wide multi-tiered prevention/intervention system that focuses on the core components of RTI: Use of a multi-tiered prevention system, screening, data based decision making and progress monitoring.

Based on the Teachers College Reading Writing Project Literacy Assessments, Fountas and Pinnell Benchmark Assessments; the 2014 ELA and NYSESLAT data, it is evident that we need to continue to provide targeted interventions to all "at risk" students. PS 112 has a large population of students with disabilities and English Language learners who have been identified as "at risk." These students need to participate in the extended day program and be provided with interventions to target their specific needs during the school day. PS 112 provides targeted instruction throughout the three Tiers of RTI. (For example, differentiated small group instruction as part of Tier 1 during the school day). Many "at risk" students are provided with "at risk" SETSS and Reading Recovery by two Reading Recovery teachers and one "F Status" Reading Recovery teacher and 2 other reading intervention teachers. PS 112 targets the specific skill(s) that students need with a matching intervention. During our Extended Day Program, we are implementing the research based Fountas and Pinnell Leveled Literacy Intervention System and or double dosing of the Foundations program..

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

- Assessments will be analyzed and used to identify "at risk" students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. (Monthly September 2014-June 2015)
- All "at risk" students will be provided with a targeted intervention to meet their specific needs based on data. The intervention could be provided as part of the Tier 1 intervention instruction if many students need the same skill support. The effectiveness of the intervention will be monitored to determine its effectiveness by the Academic Intervention Team, the School Intervention Team and/or the RTI team. (Monthly September 2014-June 2015)
- The Dual language Vertical team is looking at student data in both languages to determine skills and language for intervention. (Monthly September 2014-June 2015)
- Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRWP Benchmark Assessments and Fountas and Pinnell Benchmark Assessments in reading. (October 2014-June 2015)

- The two Reading Recovery teachers and the one “F Status” Reading Recovery teacher’ and the other two reading teachers will work with “at risk” students in grades 1 and 2. They will work with students one on one, in small groups and push in to classrooms to work with “at risk” students during the school day and during the extended day program. (September 2014-June 2015)
- The SETSS teacher will work with both mandated and non-mandated students. The progress of the students will be monitored using the TCRWP Benchmark Assessments, Fountas and Pinnell’s Benchmark Assessments, monthly independent /guided reading report; Foundations Assessments; performance tasks in literacy and student work products across content areas to determine next learning goals of the students she is working with. (Monthly: September 2014- June 2015)
- Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRWP Benchmark Assessments/Fountas and Pinnell Benchmark Assessments in reading. (October 2014-June 2015)
- The two Reading Recovery teachers and the one “F Status” Reading Recovery teacher’ and the other reading teacher will work with “at risk” students in grades 1 and 2. They will work with students one on one, in small groups and push in to classrooms to work with “at risk” students during the school day and during the extended day program. (September 2014-June 2015)
- Assessments will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. (Monthly September 2014-June 2015)
- The Academic Intervention Team will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the “at risk” students. The team members will analyze the benchmark assessments in reading as well as student work products across content areas. The team will articulate with classroom teachers. (Monthly September 2014–June 2015)
- The School Intervention Team meets at least twice a month to discuss students that teachers are concerned about or have been identified as “at risk,” The team discusses each student to determine the type(s) of interventions that might be provided to the student. The team determines if the student needs “at risk” counseling, an OT/PT or speech screening. Interventions and strategies are discussed with the classroom teacher. The SIT team member assigned to the student will work with the classroom teacher and monitor the progress of the student who was brought before the SIT team. (Monthly September 2014-June 2015)
- Response To Intervention Teachers will continue to be provided with RTI training. All teachers are participating in an RTI Study Group. The RTI team members meet twice a month to discuss students identified as “at risk.” who may be in need to Tier 2/3 interventions. Each “at risk” student’s case will be presented to the committee and informed decisions will be made to determine the appropriate action plan, interventions and follow up activities. PS 112 is implementing a school wide- multi-tiered prevention intervention system, following the RTI Pyramid. PS 112 utilizes empirically-supported research based interventions that have been proven to be successful when implemented with integrity. Parents are informed about student progress.(Monthly: September 2014-June 2015)
- Grade Level Teams will be studying student work by analyzing the Common Core Literacy Standards and look at the different kinds of instructional strategies needed to support “at risk” students. The teams will measure student progress by examining inquiry based projects, inquiry journals, writing samples using the TCRWP Writing Progression, videos, digital photographs, student presentations, multi-media projects and student self- assessments, performance tasks as well as benchmark data in reading. The grade level teams will meet at least twice a month to discuss student progress, to analyze the above formative assessments as well as summative assessments in depth to determine next learning goals for students. (September 2014-June 2015) ARRA funds
- After School Program-All “at risk” students participating in the Extended day program will be provided with targeted interventions in reading, i.e fluency , decoding and comprehension. PS 112 is using the research based, Fountas and Pinnell’s Leveled Literacy Intervention System Program. Students are provided with small group differentiated instruction in reading and math. (September 2014-June 2015)
- Saturday Academy-PS 112 will have a Saturday Academy program for “at risk”: second grade students in reading and if there is room for some first grade “at risk” students in reading.(January 2015 March 2015) Tax levy funds
- Asperger Syndrome Disorder (ASD Nest Program) Team Meetings-All ASD ICT teachers and service providers will meet weekly to discuss and monitor each ASD student’s progress. The team members will discuss interventions to ensure that each student achieves high levels academically as well as socially and behaviorally. The interventions are monitored by the team members to determine their effectiveness. (Weekly September 2014-June 2015) ASD funds
- ICT Team Meetings-ICT teachers will meet twice a month with service providers to discuss and monitor each ICT student’s progress and to monitor instructional strategies and other interventions being provided to students. (December 2014-May 2015)
- ICT teachers have common preps weekly to build their capacity and share best practices and to develop instructional strategies to support their students. Their work is anchored by reading and discussing a professional book. (Vertical ICT team meetings)(September 2014-June 2015) FSF tax levy
- The Dual Language teachers have a common prep period each week to meet. Their work is anchored by reading a professional book. All Dual Language teachers are provided with a copy of the LAP. The teachers meet to study best practices for English Language learners. (September 2014-June 2015)

- There is an ELL study group; that meets once a week to explore language and literacy development for all students including English language Learners, Second language learners and or students with disabilities to determine instructional supports, interventions in either language. (Vertical bilingual team meetings) (October 2014-April 2015) Title III funds
- There is a Title III enrichment program for English language learners for grades 1 and 2 to provide additional supports for language and literacy development. (December 2014-May 2015) Title III funds
- PS 112 has reduced class size. PS 112 is an early childhood school and there are no more than 20 students in most class. (September 2014-June 2015)
- Technology is used as an instructional tool to differentiate instruction. (September 2014-June 2015 NYSTL hardware/software funds ; tax levy
- Award On Line Reading Program supports students in reading on their appropriate level. (September 2014-June 2015) tax levy funds
- PS 112 has a 120 minute literacy block that is comprehensive and research based. Our reading program consist of the following components—read aloud, phonics instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction and motivation to read.
- TCRWP units of study are aligned to the Common Core literacy Standards. Our math program is aligned to the Common Core Learning Standards.
- Student’s entry points and learning styles are used to bolster the engagement and participation of students in all areas of the curriculum.
- Students are actively engaged in hands on learning within an inquiry based approach to content areas.
- PS 112 has an RTI study group that meets once a week to study RTI strategies and interventions to support student learning. (November 2014-May 2015) tax levy
- PS 112 provides at risk students with speech and OT services to support their learning. They provide teachers with strategies and techniques to support students. (September 2014- June 2015)
- PS 112 provides at risk counseling to identified students.
- Reading Rescue Program-is a reading program that works one on one with at risk students in reading during the school day. (December 2014-June 2015)
- Classroom accommodations and modifications are provided to students. (September 2014-June 2015)

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

- Assessments will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. (Monthly September 2014-June 2015) Principal, AIS Team ; RTI; Team and SIT Team as well as by classroom teachers. FSF; School Supplement; Title 1 funds ; C4E funds
- All “at risk’ students will be provided with a targeted intervention to meet their specific needs based on data. The effectiveness of the intervention will be monitored to determine ‘its effectiveness by the Academic Intervention team, the School Intervention team and/or the RTI team and the Principal (Monthly September 2014-June 2015) classroom teachers; SETTS teacher; 3 Reading Recovery teachers; and another reading Intervention teacher. Reading Recovery teachers are funded by School Supplement Support funds and Tax levy funds; IEP Teacher/SETSS teacher is funded with Tax Levy funds; Title III funds are used for enrichment for English Language learners; Saturday Academy is funded with FSF)
- The dual language vertical team is looking at student data in both languages to determine skills and language for language intervention. (Monthly September 2014-June 2015) Dual language teachers; Bilingually certified literacy coach, ESL teacher and the principal.
- Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRWP Benchmark Assessments and monthly guided /independent reading report and Foundations assessments. (October 2014-June 2015) Tax levy; Title 1 funds Classroom teachers; Reading Recovery Teachers; SETSS teacher; ESL teacher; Social worker; Cluster teachers; Kindergarten intervention teacher; Principal, Assistant Principal
- The two Reading Recovery teachers and the one “F Status” Reading Recovery teacher will work with “at risk” students in grades 1 and 2. They will work with students one on one and push in to classrooms to work with “at risk” students during the school day and during the extended day program. (September 2014-June 2015) School Supplement Support funds; and Tax Levy funds
- The SETSS teacher will work with both mandated and non-mandated students. The progress of the students will be monitored using the TCRWP Benchmark Assessments, Fountas and Pinnell’s Benchmark Assessments, monthly independent /guided reading report; Foundations Assessments; performance tasks in literacy and student work products across content areas to determine next learning goals of the students she is working with. (Monthly: September 2014-2015) FSF; IEP Teacher funds. SETSS teacher, classroom teachers, principal
- The Academic Intervention Team will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the “at risk” students. The team members will analyze the benchmark assessments in reading as well as student work products across content areas. The team will articulate

with classroom teachers. (Monthly September 2014–June 2015) (Reading Recovery teachers; SETSS teacher; principal; literacy coach, math coach.

- The School Intervention Team meets twice a month to discuss students that teachers are concerned about or have been identified as “at risk.” The team discusses each student to determine the type(s) of interventions that might be provided to the student. The team determines if the student needs “at risk” counseling, an OT/PT or speech screening. Interventions and strategies are discussed with the classroom teacher. The SIT team member assigned to the student will work with the classroom teacher and monitor the progress of the student who was brought before the SIT team. Principal (Monthly September 2014-June 2015) IEP TEAM FUNDS; FSF; School Supplement Funds
- Response To Intervention Teachers will continue to be provided with RTI training. The teachers are all participating in an RTI study group. The RTI team members meet twice a month to discuss students identified as “at risk.” who may be in need to tier 2/3 interventions. Each “at risk” student’s case will be presented to the committee and informed decisions will be made to determine the appropriate action plan, interventions and follow up activities. PS 112 is implementing a school wide- multi-tiered prevention intervention system, following the RTI Pyramid. PS 112 utilizes empirically-supported research based interventions that have been proven to be successful when implemented with integrity. (Monthly: September 2014-June 2015) IEP Team funds; FSF; School Supplement funds Principal; Literacy Coach, Math Coach, Classroom Teachers, SETSS teacher; Reading Recovery Teachers, Psychologist, Social Workers
- Grade Level Teams will be studying student work by analyzing the Common Core Literacy Standards and look at the different kinds of instructional strategies needed to support “at risk” students. The inquiry teams will measure student progress by examining inquiry based projects, inquiry journals, writing samples using the TCRWP Writing Continuum, videos, digital photographs, student presentations, multi-media projects and student self- assessments, performance tasks as well as benchmark data in reading. The inquiry teams will meet at least twice a month to discuss student progress, to analyze the above formative assessments as well as summative assessments in depth to determine next learning goals for students. (September 2014-June 2015) ARRA funds Classrooms teachers; principal;
- Extended Day Program-All “at risk” students participating in the Extended day program will be provided with targeted interventions in reading, i.e fluency , decoding and comprehension. PS 112 is using the research based, Fountas and Pinell’s Leveled Literacy Intervention System Program. Students are provided with small group differentiated instruction in reading and math. Principal, teachers (January 2015-June 2015) FSF; School Supplement funds; Title I funds
- Saturday Academy-PS 112 will have a Saturday Academy program for “at risk”: second grade students in reading and if there is room for some first grade “at risk” students in reading.(January 2015-March 2015) Tax levy funds Classroom teachers, cluster teachers, SETSS teacher, Reading Recovery teacher, ESL teacher, Principal, Literacy Coach
- Asperger Syndrome Disorder (ASD Nest Program) Team Meetings-All ASD ICT teachers and service providers will meet weekly to discuss and monitor each ASD student’s progress. The team members will discuss interventions to ensure that each student achieves high levels academically as well as socially and behaviorally. The interventions are monitored by the team members to determine their effectiveness. (Weekly September 2014-June 2015) ASD funds –ASD classroom teachers, ASD cluster teachers, speech providers, OT providers, social worker, principal
- ICT Team Meetings-ICT teachers will meet twice a month with service providers to discuss and monitor each ICT student’s progress and to monitor instructional strategies and other interventions being provided to students. (November 2014-June 2015) FSF ; ASD funds All ICT teachers, speech providers, OT
- ICT teachers have common preps weekly to build their capacity and share best practices and to develop instructional strategies to support their students. Their work is anchored by reading and discussing a professional book. (Vertical ICT team meetings)(September 2014-June 2015) FSF
- The Dual Language teachers have a common prep period each week to meet. Their work is anchored by reading a professional book. Dual Language teachers are provided with a copy of the LAP. The teachers meet to study best practices for English Language learners. (September 2014-June 2015) FSF, Principal, Literacy Coach, Math Coach
- There is an ELL study group; that meets once a week to explore language and literacy development for all students including English language learners and Second Language learners and or students with disabilities to determine instructional supports, intervention in either language. (Vertical bilingual team meetings) (October 2014-April 2015 Title III funds assistant principal, bilingual/dual language teachers.
- There is a Title III enrichment program for English language learners.(December 2014-May 2015) Title III funds bilingual teachers, Literacy Coach
- PS 112 has reduced class size. PS 112 is an early childhood school and there are no more than 20 students in a class. (September 2014-June 2015) FSF; Title 1 funds; School Supplement funds
- Technology is used as an instructional tool to differentiate instruction. (September 2014-June 2015) NYSTL hardware/software funds ; tax levy
- On line Award Reading Program supports students in reading on their appropriate level. (September 2014-June 2015) tax levy funds
- PS 112 has a 120 minute literacy block that is comprehensive and research based. Our reading program consist of the following components—read aloud, phonics instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction and motivation to read. September 2014-June 2015) Technology teacher, classroom teachers

- TCRWP units of study are aligned to the Common Core literacy Standards. Our math program is aligned to the Common Core Learning Standards. (September 2014-June 2015) Title 1 funds; FSF ; School Supplement funds
- Student's entry points and learning styles are used to bolster the engagement and participation of students in all areas of the curriculum. (September 2014-June 2015) All PS 112 teachers.
- Students are actively engaged in hands on learning within an inquiry based approach to content areas. (September 2014-June 2015) All teachers
- PS 112 has an RTI study group that meets once a week to study RTI strategies and interventions to support student learning. (October 2014-May 2015) tax levy School Psychologist / SETTS teacher facilitates the study group , Principal, Literacy coach FSF
- PS 112 provides at risk students with speech and OT services to support their learning. They provide teachers with strategies and techniques to support students. (September 2014- June 2015) speech providers, OT providers
- PS 112 provides at risk counseling to identified students with the school's Social worker (FSF; C4e funds and ASD funds)
- Reading Rescue Program-is a reading program that works one on one with at risk students in reading during the school day. December 2014-June 2015) SETSS teacher, paraprofessionals

Classroom accommodations and modifications are provided to students. (September 2014-June 2015) all teachers

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

- Assessments will be analyzed and used to identify "at risk" students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. (Monthly September 2014–June 2015. AIS Team, RTI team, SIT team as well as classroom teachers, literacy coach, and principal will monitor the effectiveness of the intervention each student is receiving.
- All "at risk" students will be provided with a targeted intervention to meet their specific needs based on data. The effectiveness of the intervention will be monitored to determine its effectiveness by the Academic Intervention team, the School Intervention team and/or the RTI team. (Monthly September 2014-June 2015)
- Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRWP Benchmark Assessments/Fountas and Pinnell Benchmark Assessments in reading. (October 2014-June 2015)
- The two Reading Recovery teachers and the one "F Status" Reading Recovery teacher and another reading intervention teacher will work with "at risk" students in grades 1 and 2. They will work with students one on one and push in to classrooms to work with "at risk" students during the school day and during the extended day program. (September 2014-June 2015) Monthly Independent/guided reading reports; Fountas and Pinnell running records; TCRWP Benchmark Assessments; ; Fountas and Pinnell Leveled Literacy Intervention Assessments; ECAM Math and Discovery Math Benchmark Assessments.
- The SETSS teacher will work with both mandated and non-mandated students. The progress of the students will be monitored using the TCRWP Benchmark Assessments, Fountas and Pinnell's Benchmark Assessments, monthly independent /guided reading report; Foundations Assessments; performance tasks in literacy and student work products across content areas to determine next learning goals of the students she is working with. (Monthly: September 2014-2015)
- The Academic Intervention Team will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the "at risk" students. The team members will analyze the benchmark assessments in reading as well as student work products across content areas. The team will articulate with classroom teachers. (Monthly September 2014–June 2015)
- The School Intervention Team meets at least twice a month to discuss students that teachers are concerned about or have been identified as "at risk," The team discusses each student to determine the type(s) of interventions that might be provided to the student. The team determines if the student needs "at risk" counseling, an OT/PT or speech screening. Interventions and strategies are discussed with the classroom teacher. The SIT team member assigned to the student will work with the classroom teacher and monitor the progress of the student who was brought before the SIT team. All Literacy and math assessments will be used to monitor student progress for the students brought to the SIT team. The team will monitor every intervention to determine its effectiveness. (Monthly September 2014-June 2015)
- Response To Intervention Teachers will continue to be provided with RTI training. All teachers will participate in an RTI study Group. The RTI team members meet twice a month to discuss students identified as "at risk." who may be in need to tier2/3 interventions. Each "at risk" student's case will be presented to the committee and informed decisions will be made to determine the appropriate action plan, interventions and follow up activities. PS 112 is implementing a school wide- multi-tiered prevention intervention system, following the RTI Pyramid. PS 112 utilizes empirically-supported research based interventions that have been proven to be successful when implemented with integrity. (Monthly: September 2014-June 2015)
- Grade Level Inquiry Teams will be studying student work by analyzing the Common Core Literacy Standards and look at the different kinds of instructional strategies needed to support "at risk" students. The inquiry teams will measure student progress by examining inquiry based projects, inquiry journals, writing samples using the TCRWP Writing Progression, videos, digital photographs, student presentations, multi-media projects and student self- assessments,

performance tasks as well as benchmark data in reading. The inquiry teams will meet at least twice a month to discuss student progress, to analyze the above formative assessments as well as summative assessments in depth to determine next learning goals for students. (September 2014-June 2015) ARRA funds

- Extended Day Program-All “at risk” students participating in the Extended day program will be provided with targeted interventions in reading, i.e fluency , decoding and comprehension. PS 112 is using the research based, Fountas and Pinell’s Leveled Literacy Intervention System Program. Students are provided with small group differentiated instruction in reading and math. (January 2015-May 2015) Student progress will be monitored weekly for the LLI students Student groups will be moved as they progress from one level to another. Student progress in math will be monitored to determine next steps monthly.
- Saturday Academy-PS 112 will have a Saturday Academy program for “at risk”: second grade students in reading and if there is room for some first grade “at risk” students in reading.(January 2015-March 2015) Tax levy funds –Fountas and Pinnell’s Leveled Literacy Program will be used and student progress will be monitored weekly using a running record by the teachers working in the extended day program. The online Award Reading Program will be implemented and student’s levels will be monitored by the teacher working with each student and supported by the technology teacher.
- Asperger Syndrome Disorder (ASD Nest Program) Team Meetings-All ASD ICT teachers and service providers will meet weekly to discuss and monitor each ASD student’s progress. The team members will discuss interventions to ensure that each student achieves high levels academically as well as socially and behaviorally. The interventions are monitored by the team members to determine their effectiveness.; All ASD classroom teachers; OTs; speech providers; social worker (Weekly September 2014-June 2015) ASD funds
- ICT Team Meetings-ICT teachers will meet twice a month with service providers to discuss and monitor each ICT student’s progress and to monitor instructional strategies and other interventions being provided to students. (December 2014-June 2015) Classroom teachers, social worker, speech providers will monitor all interventions to determine their effectiveness.
- ICT teachers have common preps weekly to build their capacity and share best practices and to develop instructional strategies to support their students. Their work is anchored by reading and discussing a professional book. (Vertical ICT team meetings)(September 2014-June 2015) FSF tax levy
- The Dual Language teachers have a common prep period each week to meet. Their work is anchored by reading a professional book. All bilingual teachers are provided with a copy of the LAP. The teachers meet to study best practices for English Language learners. (September 2014-June 2015)
- There is an ELL study group; that meets once a week. (Vertical bilingual team meetings) (November 2014-April 2015 Title III funds All classroom teachers are invited to participate.
- There is a Title III enrichment program for English language learners. (December 2014-May 2015) Title III funds Bilingual teachers, assistant principal
- PS 112 has reduced class size. PS 112 is an early childhood school and there are no more than 20 students in a class. (September 2012-June 2013)
- Technology is used as an instructional tool to differentiate instruction. (September 2014-June 2015) hardware/software funds ; tax levy technology teacher, classroom teachers, cluster teachers.
- Award On line Reading Program supports students in reading on their appropriate level. (September 2014-June 2015) tax levy funds
- PS 112 has a 120 minute literacy block that is comprehensive and research based. Our reading program consist of the following components—read aloud, phonics instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction and motivation to read. Classroom teachers will monitor student progress monthly.
- TCRWP units of study are aligned to the Common Core literacy Standards. Our math program is aligned to the Common Core Learning Standards. All classroom teachers, Literacy Staff Developer. Math Coach, TCRWP staff developer (September 2014- June 2015) Monthly guided/independent reading benchmark assessment report, TCRWP Periodic Assessments,
- Student’s entry points and learning styles are used to bolster the engagement and participation of students in all areas of the curriculum. All teachers
- Students are actively engaged in hands on learning within an inquiry based approach to content areas.
- PS 112 has an RTI study group that meets once a week to study RTI strategies and interventions to support student learning. (November 2014-May 2015) tax levy
- PS 112 provides at risk students with speech and OT services to support their learning. They provide teachers with strategies and techniques to support students. (September 2014- June 2015)
- PS 112 provides at risk counseling to identified students. Social worker
- Reading Rescue Program-is a reading program that works one on one with at risk students in reading during the school day. (December 2014-June 2015)
- Classroom accommodations and modifications are provided to students. (December 2014-June 2015)

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

- Assessments will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. (Monthly September 2014-June 2015)

- All “at risk” students will be provided with a targeted intervention to meet their specific needs based on data. The intervention will be provided as part of Tier 1 intervention instruction if many student need the same skill support. The effectiveness of the intervention will be monitored to determine its effectiveness by the Academic Intervention team, the School Intervention team and/or the RTI team and the principal. (Monthly September 2014-June 2015)
- The Dual Language Vertical Team will look at student data in both languages to determine skills and language for intervention. The Principal, Literacy Coach, Dual language teachers, ESL teacher. (Monthly October 2014-June 2015)
- Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRWP Benchmark Assessments in reading. (October 2014-June 2015)
- The two Reading Recovery teachers and the one “F Status” Reading recovery teacher and another reading intervention teacher will work with “at risk” students in grades 1 and 2. They will work with students one on one and push in to classrooms to work with “at risk” students during the school day and during the extended day program. (September 2014-June 2015)
- Assessments will be analyzed and used to identify “at risk” students, to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. (Monthly September 2014-June 2015)
- The SETSS teacher will work with both mandated and non-mandated students. The progress of the students will be monitored using the TCRWP Benchmark Assessments, Fountas and Pinnell’s Benchmark Assessments, monthly independent /guided reading report; Foundations Assessments; performance tasks in literacy and student work products across content areas to determine next learning goals of the students she is working with. (Monthly: September 2014- June 2015)
- The Academic Intervention Team will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the “at risk” students. The team members will analyze the benchmark assessments in reading as well as student work products across content areas. The team will articulate with classroom teachers. (Monthly September 2014–June 2015)
- The School Intervention Team meets twice a month to discuss students that teachers are concerned about or have been identified as “at risk,” The team discusses each student to determine the type(s) of interventions that might be provided to the student. The team determines if the student needs “at risk” counseling, an OT/PT or speech screening. Interventions and strategies are discussed with the classroom teacher. The SIT team member assigned to the student will work with the classroom teacher and monitor the progress of the student who was brought before the SIT team. (Monthly September 2014-June 2015)
- Response To Intervention Teachers will continue to be provided with RTI training. All teachers will participate in an RTI study group. The RTI team members meet twice a month to discuss students identified as “at risk.” who may be in need to tier2/3 interventions. Each “at risk” student’s case will be presented to the committee and informed decisions will be made to determine the appropriate action plan, interventions and follow up activities. PS 112 is implementing a school wide- multi-tiered prevention intervention system, following the RTI Pyramid. PS 112 utilizes empirically-supported research based interventions that have been proven to be successful when implemented with integrity. (Monthly: September 2014-June 2015)
- Grade Level Teams will be studying student work by analyzing the Common Core Literacy Standards and look at the different kinds of instructional strategies needed to support “at risk” students. The inquiry teams will measure student progress by examining inquiry based projects, inquiry journals, writing samples using the TCRWP Writing Continuum, videos, digital photographs, student presentations, multi-media projects and student self- assessments, performance tasks as well as benchmark data in reading. The inquiry teams will meet at least twice a month to discuss student progress, to analyze the above formative assessments as well as summative assessments in depth to determine next learning goals for students. (September 2014-June 2015) ARRA funds
- Extended Day Program-All “at risk” students participating in the Extended day program will be provided with targeted interventions in reading, i.e fluency , decoding and comprehension. PS 112 is using the research based, Fountas and Pinell’s Leveled Literacy Intervention System Program. Students are provided with small group differentiated instruction in reading and math. (January 2015-May 2015)
- Saturday Academy-PS 112 will have a Saturday Academy program for “at risk”: second grade students in reading and if there is room for some first grade “at risk” students in reading.(January 2015-March 2015) Tax levy funds
- Asperger Syndrome Disorder (ASD Nest Program) Team Meetings-All ASD ICT teachers and service providers will meet weekly to discuss and monitor each ASD student’s progress. The team members will discuss interventions to ensure that each student achieves high levels academically as well as socially and behaviorally. The interventions are monitored by the team members to determine their effectiveness. (Weekly September 2014-June 2015) ASD funds
- ICT Team Meetings-ICT teachers will meet twice a month with service providers to discuss and monitor each ICT student’s progress and to monitor instructional strategies and other interventions being provided to students. (December 2014-June 2015)
- ICT teachers have common preps weekly to build their capacity and share best practices and to develop instructional strategies to support their students. Their work is anchored by reading and discussing a professional book. (Vertical ICT team meetings)(September 2014-June 2015) FSF tax levy
- The Dual Language teachers have a common prep period each week to meet. Their work is anchored by reading a professional book. All bilingual teachers are

provided with a copy of the LAP. The teachers meet to study best practices for English Language learners. (September 2014-June 2015)

- There is an ELL study group; that meets once a week. The team explores language and literacy development. Bilingual literacy coach, Dual language teachers, ESL teacher and Principal (Vertical bilingual team meetings) (November 2014-April 2015) Learning Partners funds, Tax levy funds, Title 1 funds,
- There is a Title III enrichment program for English language learners. December 2014-May 2015 Title III funds
- PS 112 has reduced class size. PS 112 is an early childhood school and there are no more than 20 students in a class. (September 2014-June 2015)
- Technology is used as an instructional tool to differentiate instruction. (September 2014-June 2015) NYSTL hardware/software funds ; tax levy
- Award On line Reading Program supports students in reading on their appropriate level. (September 2014-June 2015) tax levy funds
- PS 112 has a 120 minute literacy block that is comprehensive and research based. Our reading program consist of the following components—read aloud, phonics instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction and motivation to read.
- TCRWP units of study are aligned to the Common Core literacy Standards. Our math program is aligned to the Common Core Learning Standards.
- Student's entry points and learning styles are used to bolster the engagement and participation of students in all areas of the curriculum.
- Students are actively engaged in hands on learning within an inquiry based approach to content areas.
- PS 112 has an RTI study group that meets once a week to study RTI strategies and interventions to support student learning. (October 2014-April 2015) tax levy
- PS 112 provides at risk students with speech and OT services to support their learning. They provide teachers with strategies and techniques to support students. (September 2014- June 2015)
- PS 112 provides at risk counseling to identified students.
- Reading Rescue Program-is a reading program that works one on one with at risk students in reading during the school day. (November 2013-June 2014)
- Classroom accommodations and modifications are provided to students. (December 2014-June 2015)

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

- Assessments will be analyzed and used to identify “at risk” students to provide targeted interventions and to regularly monitor the effectiveness of the intervention each student is receiving. Monthly Guided Reading/Independent Reading Report, Fountas and Pinnell Benchmark Assessments, TCRWP Benchmark Assessments, running records, 120 minute literacy block, Fountas and Pinnell Leveled Literacy Intervention System Assessments, Foundations Assessments, (Monthly September 2014 –June 2015)
- All “at risk” students will be provided with a targeted intervention to meet their targeted needs based on data. The intervention will be provided as part of the Tier 1 intervention instruction if many students need the same skill support. The effectiveness of the intervention will be monitored to determine its effectiveness by the Academic Intervention team, the School Intervention team and/or the RTI team. Monthly Guided Reading/Independent Reading monthly reports, Fountas and Pinnell Benchmark Assessment, Fountas and Pinnell Leveled Literacy Intervention System, Foundations, running records, the Fountas and Pinnell Literacy Continuum (Monthly September 2014-June 2015)
- Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRWP Benchmark Assessments in reading. (October 2014-June 2015)
- The two Reading Recovery teachers and the one “F Status” Reading Recovery teacher and 2 reading intervention teachers will work with “at risk” students in grades 1 and 2. They will work with students one on one and push in to classrooms to work with “at risk” students during the school day and during the extended day program. Fountas and Pinnell’s Leveled Literacy Intervention System, Foundations Program. (September 2014-June 2015)
- The SETSS teacher will work with both mandated and non-mandated students. The progress of the students will be monitored using the TCRWP Benchmark Assessments, Fountas and Pinnell’s Benchmark Assessments, monthly independent /guided reading report; Foundations Assessments; performance tasks in literacy and student work products across content areas to determine next learning goals of the students she is working with. (Monthly: September 2014-June 2015)
- The Academic Intervention Team will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the “at risk” students. The team members will analyze the benchmark assessments in reading as well as student work products across content areas. The team will articulate with classroom teachers. (Monthly September 2014–June 2015))
- The School Intervention Team meets twice a month to discuss students that teachers are concerned about or have been identified as “at risk,” The team discusses each student to determine the type(s) of interventions that might be provided to the student. The team determines if the student needs “at risk” counseling, an OT/PT or speech screening. Interventions and strategies are discussed with the classroom teacher. The SIT team member assigned to the student will work with the classroom teacher and monitor the progress of the student who was brought before the SIT team. (Monthly September 2014-June 2015)
- Response To Intervention Teachers will continue to be provided with RTI training. The RTI team members meet twice a month to discuss students identified as “at risk.” who may be in need to tier2/3 interventions. Each “at risk” student’s case will be presented to the committee and informed decisions will be made to

determine the appropriate action plan, interventions and follow up activities. PS 112 is implementing a school wide- multi-tiered prevention intervention system, following the RTI Pyramid. PS 112 utilizes empirically-supported research based interventions that have been proven to be successful when implemented with integrity. (Monthly: September 2014-June 2015)

- Grade Level Inquiry Teams will be studying student work by analyzing the Common Core Literacy Standards and look at the different kinds of instructional strategies needed to support “at risk” students. The inquiry teams will measure student progress by examining inquiry based projects, inquiry journals, writing samples using the TCRWP Writing Continuum, videos, digital photographs, student presentations, multi-media projects and student self- assessments, performance tasks as well as benchmark data in reading. The inquiry teams will meet at least twice a month to discuss student progress, to analyze the above formative assessments as well as summative assessments in depth to determine next learning goals for students. (September 2014-June 2015) ARRA funds
- Extended Day Program-All “at risk” students participating in the Extended day program will be provided with targeted interventions in reading, i.e fluency , decoding and comprehension. PS 112 is using the research based, Fountas and Pinell’s Leveled Literacy Intervention System Program. Students are provided with small group differentiated instruction in reading and math. (December 2014-June 2015)
- Saturday Academy-PS 112 will have a Saturday Academy program for “at risk”: second grade students in reading and if there is room for some first grade “at risk” students in reading.(January 2015-March 2015) Tax levy funds
- Asperger Syndrome Disorder (ASD Nest Program) Team Meetings-All ASD ICT teachers and service providers will meet weekly to discuss and monitor each ASD student’s progress. The team members will discuss interventions to ensure that each student achieves high levels academically as well as socially and behaviorally. The interventions are monitored by the team members to determine their effectiveness. (Weekly September 2014-June 2015) ASD funds
- ICT Team Meetings-ICT teachers will meet twice a month with service providers to discuss and monitor each ICT student’s progress and to monitor instructional strategies and other interventions being provided to students. (November 2014-June 2015)
- ICT teachers have common preps weekly to build their capacity and share best practices and to develop instructional strategies to support their students. Their work is anchored by reading and discussing a professional book. (Vertical ICT team meetings)(September 2014-June 2015) FSF tax levy
- The bilingual teachers have a common prep period each week to meet. Their work is anchored by reading a professional book. All bilingual teachers are provided with a copy of the LAP. The teachers meet to study best practices for English Language learners. (September 2014-June 2015)
- There is an ELL study group; that meets once a week. (Vertical bilingual team meetings) (November 2013-April 2014 Title III funds
- There is a Title III enrichment program for English language learners. November 2014-May 2015 Title III funds
- PS 112 has reduced class size. PS 112 is an early childhood school and there are no more than 20 students in a class. (September 2014-June 2015)
- Technology is used as an instructional tool to differentiate instruction. (September 2014-June 2015) NYSTL hardware/software funds ; tax levy
- Award On line Reading Program supports students in reading on their appropriate level. (September 2014-June 2015) tax levy funds
- PS 112 has a 120 minute literacy block that is comprehensive and research based. Our reading program consist of the following components—read aloud, phonics instruction, shared reading, guided reading, independent reading, comprehension instruction, vocabulary instruction and motivation to read.
- TCRWP units of study are aligned to the Common Core literacy Standards. Our math program is aligned to the Common Core Learning Standards.
- Student’s entry points and learning styles are used to bolster the engagement and participation of students in all areas of the curriculum.
- Students are actively engaged in hands on learning within an inquiry based approach to content areas.
- PS 112 has an RTI study group that meets once a week to study RTI strategies and interventions to support student learning. (November 2014-May 2015) tax levy
- PS 112 provides at risk students with speech and OT services to support their learning. They provide teachers with strategies and techniques to support students. (September 2014- June 2015)
- PS 112 provides at risk counseling to identified students.
- Reading Rescue Program-is a reading program that works one on one with at risk students in reading during the school day. (November 2014-June 2015)

Classroom accommodations and modifications are provided to students. (September 2014-June 2015)

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).

- PS 112 will invite parents to participate in workshops on school wide data. Translation and Interpretation support will be provided in the dominant languages spoken by parents in the school. (November 2014-May 2015)
- During Tuesday parent involvement time, parents will be invited to meet with teachers to discuss their child’s progress, attend IEP meetings and attend workshops on

how to support their child's learning at home. (September 2014-June 2015)

- The principal will invite parents to participate in workshops in literacy and math, and how to support their child's learning at home. Parents will be provided with the opportunity to attend workshops on the Common Core Standards in literacy. (October 2014-May 2015)
- Parents will be provided with monthly curriculum calendars to inform them about what their child will be learning each month in all curriculum areas. (September 2014-June 2015).
- PS 112 has a strong Parent Involvement Plan for the 2014-2015 school year. Once a month parents are invited to visit their child's classroom and participate in activities where the teachers model reading and math strategies to support their child's learning at home. (September 2014 –June 2015)
- Parents have the opportunity to participate in writing celebrations, end of unit science/social studies celebrations, multi-cultural celebrations, art exhibitions as well as dance, music and drama performances. PS 112 has Dad Bring Your Child to School activities. All flyers and letters are translated. (September 2014-2015)

There are seven parent members on the School Leadership team.

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

ASD Funds, TL IEP funds

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, there will be an increase of 1% in parent involvement by engaging parents and students in both academic and social activities to establish a framework and form effective partnerships with families that will lead to improving student outcomes as measured by the 2015 Learning Environment Survey, agendas and sign in sheets.

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

PS 112 believes that parents are the key partners in their child's education. In order to improve student outcomes increasing parent involvement is a priority

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.

Parents are key partners in their child's education. Increasing parent involvement is crucial to improving student outcomes. While PS 112 has a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home/school communication and engagement. We want to engage more parents in decision making and promote active involvement in the school community. PS 112 used the results of the 2013-2014 Learning Environment Survey to develop the action plan.

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

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.

Parents are key partners in their child's education. Increasing parent involvement is crucial to improving student outcomes. While PS 112 has a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home/school communication and engagement. We want to engage more parents in decision making and promote active involvement in the school community. PS 112 used the results of the 2013-2014 Learning Environment Survey to develop the action plan.

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

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2014)
- All parents will be provided with the Title 1 Parent Involvement Plan and the Parent Compact. (December 2014)
- The principal, Literacy and Math Coaches will facilitate workshops on the Common Core Standards in Literacy and Math. (October 2014-May 2015)
- All flyers, letters, curriculum materials, report cards will be translated.
- Parents will be provided with monthly curriculum calendars to inform them about what their child is learning in each curriculum area and how to support their child's learning at home. (September 2014-June 2015)
- During Parent/Teacher Conferences translation will be provided. (November 2014 and May 2015)
- Communication Book: Every student will have a communication book for parents and teachers to communicate back and forth with one another. The communication book will be used to provide parents with information about their child's progress, to regularly inform parents about their child's achievements or any other issues that might arise. Parents can communicate information that they want the teacher to know about their child and about any concerns they may have. (September 2014-June 2015)

- School Messenger: School Messenger will be used to call parents to notify them that their child was late or absent, to inform them about meetings and workshops, parent teacher conferences, dance, drama and music performances, art exhibitions, celebrations, Parents as Math and Reading Buddied program, writing celebrations, Family Math and Science Days. (September 2014-June 2015)
- The principal will meet with parents throughout the year to share the results of the learning Environment Survey, the Progress Report, NYS Accountability Report, school-wide data, the school's goals and objectives and information about the curriculum and instruction, the schools' Comprehensive Educational Plan and the Title I Parent Compact and Parent Involvement Plan. (September 2014-June 2015)
- PS 112 has a school website where parents can access information about school programs, activities that are happening, student work, podcasts created by the students, videos, documentaries created by students, awards and recognitions the school has received.(September 2014-June 2015)
- Parents are provided with student progress reports. (December 2014; January 2015, February 2015, April 2015, May 2014)
- Parents will receive report cards (November 2013; March 2014; June 2014)
- There will be a parent bulletin board near the entrance of the school yard, a copy of the Progress Report Quality Review, the Learning Environment Survey and the NYSED Accountability Report will be posted on the bulletin board as well as the monthly curriculum calendars for each month. A big calendar will be posted each month to inform parents about all school activities that will take place. (September 2014-June 2015)

Engagement

- Parents will be invited to attend meetings with the principal to discuss the School's Comprehensive Educational Plan, the School's goals and objectives, the learning environment Survey results, the Progress Report, the Quality Review and the Town Hall Safety Committee meeting. (September 2014- May 2015)
- Parents will be invited to participate in workshops to help them understand the assessments used---NYSESLAT; TCRWP literacy assessments/Fountas and Pinnell Assessments, ECAM math assessment and how to monitor their child's progress throughout the year. (October 2014-May 2015)
- Parents will be invited to become Learning Leaders and volunteer in the school. (October 2014-June 2015)
- Parents will be invited to participate in a variety of workshops throughout the year in literacy, math, science, visual arts, technology, video-conferencing, music, drama, stress reduction, science, the Common Core Standards) as well as nutrition and health workshops. (October 2014-May 2015)
- Parents will have the opportunity to participate in Family Math and Family Science days.(February 2015-May 2015)
- There will be two Dad's bring Your Child to School Days (December 2014-May 2015)
- There will be an ASD Parent Support group as well as workshops for the ASD parents (September 2014-May 2015)
- There will be a parent component to the Title III After School Enrichment Program (December 2014-May 2015)
- The speech providers will conduct workshops for parents on developing oral language (November 2014- January 2015)
- Seven parents will serve on the School Leadership team. (September 2014-June 2015)
- PS 112 will hold the annual Title I Parent meeting (November 2014) and will elect a Title I representative.
- The school will ensure that parents are engaged in discussions and decisions regarding the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the CEP, including implementation of the School's Title I Parent Involvement Plan and Parent Compact. (November 2014)
- PS 112's parent coordinator will support and reach out to parents throughout the year. (September 2014-June 2015) Parent Coordinator funds
- Parents will be invited to a curriculum meeting to inform them about the curriculum their child will be learning. (September 2014)
- PS 112 will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy. (November 2014-May 2015)

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

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2014) Parent Coordinator, Principal, classroom teachers
- All parents will be provided with the Title 1 Parent Involvement Plan and the Parent Compact. (December 2014) Principal, Parent Coordinator
- The principal, Reading Recovery teachers, literacy coach, math coach will facilitate workshops on the Common Core Standards in Literacy and Math. October 2014-May 2015) Parent Coordinator will coordinate workshops.

- All flyers, letters, curriculum materials, report cards will be translated. Parent Coordinator, teachers, literacy and math coach
- Parents will be provided with monthly curriculum calendars to inform them about what their child is learning in each curriculum area and how to support their child's learning at home. (September 2014-June 2015) Classroom teachers, parent coordinator, math coach, principal, literacy coach, science cluster, library cluster, technology teacher, dance, music teacher
- During Parent/Teacher Conferences translation will be provided. (September 2014, November 2014 and March 2015, May 2015) Classroom teachers, parent coordinator.
- Teachers will meet with parents on Tuesdays to discuss their child's progress and provide opportunities for parents to attend workshops in literacy, math, science, social studies, visual arts, music and dance weekly after school.
- Communication Book: Every student will have a communication book for parents and teachers to communicate back and forth with one another. The communication book will be used to provide parents with information about their child's progress, to regularly inform parents about their child's achievements or any other issues that might arise. Parents can communicate information that they want the teacher to know about their child and about any concerns they may have. (September 2014-June 2015) classroom teachers, cluster teachers, Reading Recovery teachers, SETSS teacher, ESL teacher
- School Messenger: School Messenger will be used to call parents to notify them that their child was late or absent, to inform them about meetings and workshops, parent teacher conferences, dance, drama and music performances, art exhibitions, celebrations, writing celebrations, Family Math and Science Days. (September 2014-June 2015) Secretary, Parent Coordinator, Pupil Accounting Secretary
- The principal will meet with parents throughout the year to share the results of the learning Environment Survey, the Progress Report, NYS Accountability Report, school-wide data, the school's goals and objectives and information about the curriculum and instruction, the schools' Comprehensive Educational Plan and the Title I Parent Compact and Parent Involvement Plan. (September 2014-June 2015)
- PS 112 has a school website where parents can access information about school programs, activities that are happening, student work, podcasts created by the students, videos, documentaries created by students, awards and recognitions the school has received.(September 2014-June 2015) Technology teacher, classroom teachers
- Parents are provided with student progress reports. (December 2014; January 2015, February 2015, April 2015,)
- Parents will receive report cards (November 2014; March 2015; June 2015)
- There will be a parent bulletin board near the entrance of the school yard, a copy of the Progress Report Quality Review, the Learning Environment Survey and the NYSED Accountability Report will be posted on the bulletin board as well as the monthly curriculum calendars for each month. A big calendar will be posted each month to inform parents about all school activities that will take place. (September 2014-June 2015)

Engagement

- Parents will be invited to attend meetings with the principal to discuss the School's Comprehensive Educational Plan, the School's goals and objectives, the learning environment Survey results, the Progress Report, the Quality Review and the Town Hall Safety Committee meeting. (September 2014- May 2015)
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- Title I program as outlined in the CEP, including implementation of the School's Title I Parent Involvement Plan and Parent Compact. (December 2014 June-

2015) Principal, Classroom teachers, cluster teachers, Parent Coordinator, Reading Recovery teachers, SETSS teacher, Kindergarten Intervention teacher

- PS 112's parent coordinator will support and reach out to parents throughout the year. (September 2014-June 2015) Parent Coordinator funds
- Parents will be invited to a curriculum meeting to inform them about the curriculum their child will be learning. (September 2014) Classroom teachers, Principal, Literacy and Math coaches, cluster teachers, Reading Recovery teachers, ESL teacher,
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C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2013)
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1.

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

Comprehensive Needs Assessment

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

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- All flyers, letters, curriculum materials, report cards will be translated. Parent Coordinator, teachers, literacy and math coach
- Parents will be provided with monthly curriculum calendars to inform them about what their child is learning in each curriculum area and how to support their child's learning at home. (September 2014-June 2015) Classroom teachers, parent coordinator, math coach, principal, literacy coach, science cluster, library cluster, technology teacher, dance, music teacher
- During Parent/Teacher Conferences translation will be provided. (September 2014, November 2014 and March 2015, May 2015) Classroom teachers, parent coordinator.
- Teachers will meet with parents on Tuesdays to discuss their child's progress and provide opportunities for parents to attend workshops in literacy, math, science, social studies, visual arts, music and dance weekly after school.
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(September 2014-June 2015) classroom teachers, cluster teachers, Reading Recovery teachers, SETSS teacher, ESL teacher

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- The principal will meet with parents throughout the year to share the results of the learning Environment Survey, the Progress Report, NYS Accountability Report, school-wide data, the school's goals and objectives and information about the curriculum and instruction, the schools' Comprehensive Educational Plan and the Title I Parent Compact and Parent Involvement Plan. (September 2014-June 2015)
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Engagement

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- Title I program as outlined in the CEP, including implementation of the School's Title I Parent Involvement Plan and Parent Compact. (December 2014 June-2015) Principal, Classroom teachers, cluster teachers, Parent Coordinator, Reading Recovery teachers, SETSS teacher, Kindergarten Intervention teacher
- PS 112's parent coordinator will support and reach out to parents throughout the year. (September 2014-June 2015) Parent Coordinator funds
- Parents will be invited to a curriculum meeting to inform them about the curriculum their child will be learning. (September 2014) Classroom teachers, Principal, Literacy and Math coaches, cluster teachers , Reading Recovery teachers, ESL teacher,
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F. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2013)
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G. Timeline for implementation and completion including start and end dates

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2014)
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- School Messenger: School Messenger will be used to call parents to notify them that their child was late or absent, to inform them about meetings and workshops, parent teacher conferences, dance, drama and music performances, art exhibitions, celebrations, Parents as Math and Reading Buddied program, writing celebrations, Family Math and Science Days. (September 2014-June 2015)
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- PS 112 has a school website where parents can access information about school programs, activities that are happening, student work, podcasts created by the students, videos, documentaries created by students, awards and recognitions the school has received.(September 2014-June 2015)
- Parents are provided with student progress reports. (December 2014; January 2015, February 2015, April 2015, May 2015)
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- There will be a parent bulletin board near the entrance of the school yard, a copy of the Progress Report Quality Review, the Learning Environment Survey and the NYSED Accountability Report will be posted on the bulletin board as well as the monthly curriculum calendars for each month. A big calendar will be posted each month to inform parents about all school activities that will take place. (September 2014-June 2015)

Engagement

- Parents will be invited to attend meetings with the principal to discuss the School's Comprehensive Educational Plan, the School's goals and objectives, the learning environment Survey results, the Progress Report, the Quality Review and the Town Hall Safety Committee meeting. (September 2014- May 2015)
- Parents will be invited to participate in workshops to help them understand the assessments used---NYSESLAT; TCRWP literacy assessments, ECAM math assessment and how to monitor their child's progress throughout the year. (December 2014-May 2015)
- Parents will be invited to become Learning Leaders and volunteer in the school. (October 2014-June 2015)
- Parents will be invited to participate in a variety of workshops throughout the year in literacy, math, science, visual arts, technology, videoconferencing, music, drama, stress reduction, science, the Common Core Standards) as well as nutrition and health workshops. (October 2014-May 2015)
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- There will be a parent component to the Title III After School Enrichment Program (December 2014-May 2015)
- The speech providers will conduct workshops for parents on developing oral language (November 2014- January 2015)
- Seven parents will serve on the School Leadership team. (September 2014-June 2015)
- PS 112 will hold the annual Title I Parent meeting (November 2014) and will elect a Title I representative.

- The school will ensure that parents are engaged in discussions and decisions regarding the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the CEP, including implementation of the School's Title I Parent Involvement Plan and Parent Compact. (November 2014)
 - PS 112's parent coordinator will support and reach out to parents throughout the year. (September 2014-June 2015) Parent Coordinator funds
 - Parents will be invited to a curriculum meeting to inform them about the curriculum their child will be learning. (September 2014)
1. PS 112 will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy. (November 2014-June 2015)

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

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2014) Parent Coordinator, Principal, classroom teachers
- All parents will be provided with the Title 1 Parent Involvement Plan and the Parent Compact.(December 2014) Principal, Parent Coordinator, Assistant Principal
- The principal, Assistant principal, Reading Recovery teachers, math coach will facilitate workshops on the Common Core Standards in Literacy and Math. October 2014-May 2015) Parent Coordinator will coordinate workshops
- All flyers, letters, curriculum materials, report cards will be translated. Parent Coordinator, teachers, Literacy Coach, Math Coach
- Parents will be provided with monthly curriculum calendars to inform parents about what their child is learning in each curriculum areas and how to support their child's learning at home. (September 2014-June 2015) Classroom teachers, parent coordinator, math coach, principal, assistant principal, science cluster, library cluster, technology teacher, dance, music teacher
- During Parent/Teacher Conferences translation will be provided. (November 2014 and March 2015 and May 2015) Classroom teachers, parent coordinator, bilingual teachers,
- Communication Book: Every student will have a communication book for parents and teachers to communicate back and forth with one another. The communication book will be used to provide parents with information about their child's progress, to regularly inform parents about their child's achievements or any other issues that might arise. Parents can communicate information that they want the teacher to know about their child and about any concerns they may have. (September 2014-June 2015) classroom teachers, cluster teachers, Reading Recovery teachers, SETSS teacher, ESL teacher
- School Messenger: School Messenger will be used to call parents to notify them that their child was late or absent, to inform them about meetings and workshops, parent teacher conferences, dance, drama and music performances, art exhibitions, celebrations, Parents as Math and Reading Buddied program, writing celebrations, Family Math and Science Days. (September 2014-June 2015) Secretary, Parent Coordinator, Pupil Accounting Secretary
- The principal will meet with parents throughout the year to share the results of the learning Environment Survey, the Progress Report, NYS Accountability Report, school-wide data, the school's goals and objectives and information about the curriculum and instruction, the schools' Comprehensive Educational Plan and the Title I Parent Compact and Parent Involvement Plan. (September 2014-June 2015)
- PS 112 has a school website where parents can access information about school programs, activities that are happening, student work, podcasts created by the students, videos, documentaries created by students, awards and recognitions the school has received.(September 2014-June 2015) Technology teacher, classroom teachers
- Parents are provided with student progress reports. (December 2014; January 2015, February 2015, April 2015, May 2015)
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Engagement

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- Parents will be invited to become Learning Leaders and volunteer in the school. (October 2014-June 2015)
- Parents will be invited to participate in a variety of workshops throughout the year in literacy, math, science, visual arts, technology, videoconferencing, music,

drama, stress reduction, science, the Common Core Standards) as well as nutrition and health workshops. (October 2014-May 2015)

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 - PS 112's parent coordinator will support and reach out to parents throughout the year. (September 2014-June 2015) Parent Coordinator funds
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1. PS 112 will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy. (October 2014-June 2015) Principal Parent Coordinator

1.

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

Communication

- Parents will be provided with copies of the following: Parent Handbook, NYCDOE Calendar, NYCDOE Family Guide, NYCDOE Discipline Code (September 2013)
- All parents will be provided with the Title 1 Parent Involvement Plan and the Parent Compact. (October 2015)
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D. Timeline for implementation and completion including start and end dates

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- Parents will be invited to a curriculum meeting to inform them about the curriculum their child will be learning. (September 2013) Classroom teachers, Principal, Assistant Principal, cluster teachers , Reading Recovery teachers, ESL teacher,

PS 112 will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy. (October 2014-June 2015) Principal Parent Coordinator

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).

PS 112 will take the following actions to involve parents in joint development of its school's parent involvement plan under section 112 of the ESEA. PS 112 will jointly develop with and distribute to parents the written parent involvement policy sharing participation of parents with limited English proficiency and students with disabilities. The school Leadership Team, members of the Title I Parent Advisory Committee will meet to write the parent involvement plan. They will seek input from parents using focus groups, parent meetings and surveys. A parent meeting will be held annually to discuss achievement by providing support in literacy, math, science, social studies and the use of technology to foster parent involvement. At PS 112, we have an open door policy in which parents are encouraged to engage in activities in the classroom that promote greater understanding of our academic standards. We welcome parents as partners in the school through the activities such as Parents As Reading and Math Buddies, reading and writing celebrations, performances and exhibitions and videoconferencing activities. The school will take the following actions to ensure information related to the school and parent programs, meetings and other activities is sent to parents of participating children in an understandable and uniform format,

including alternate formats upon request, and to the extent practicable, in the language the parents can understand. Letters and written correspondence is provided to parents in their native language. For parents that need further assistance, they are verbally instruction on school and parent programs. The parent coordinator is available to meet with parents and support them.

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

ASD Funds

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.

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

1.

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

1.

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

1.

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

1.

M. 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.)
<p>ELA</p>	<ul style="list-style-type: none"> • Fountas and Pinnell’s Leveled Literacy Intervention Program is used to support “at risk” student in reading. • Guided reading, independent reading, shared reading, Read alouds, phonics instruction (Foundations) and Estrellita Phonics Program for ELLs), Shared writing, guided writing are the components of our 120 minute literacy block. • ELA curriculum and instruction is aligned to the Common Core Standards 	<ul style="list-style-type: none"> • Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers • <u>Reading Recovery</u>: PS 112 has two fulltime reading Recovery teachers and one “F Status” part time Reading Recovery teacher and a reading intervention teacher that provide one on one instruction and push in to classrooms to provide small group differentiated instruction to “at risk” students. • <u>SETTS teacher</u>: works with both mandated and non-mandated students who are “at risk” • <u>Reduced Class Size</u>: PS 112 classes have no more than 20 students in a class. All “at risk” students are provided with small group differentiated instruction to support his/her specific needs • <u>Extended Day Program</u>: All “at risk” students have the opportunity to participate in this program. Fountas and 	<p>During School Day</p> <p>During School Day</p> <p>During School Day</p> <p>During School Day</p> <p>Two days a week for 60 minutes after the regular day</p>

		<p>Pinnell’s research based Leveled Literacy Intervention System is used.</p> <ul style="list-style-type: none"> • Saturday Academy: PS 112 has a Saturday Academy to provide “at risk” students in first and second grade to provide literacy instruction. Fountas and Pinnell’s Leveled Literacy Intervention is used to provide small group differentiated instruction to the students that attend. • <u>Reading Rescue</u>: is a one on one tutoring program for “at risk” students • <u>Award On line Reading Program</u> in English and Spanish. This program is used throughout the school and provides one on one reading instruction to students. 	<p>Saturdays from January through March</p> <p>During the school day</p> <p>During School Day, Extended day and Saturday Academy</p> <p>During the school day</p>
Mathematics	<p>The math program is aligned with the Common Core Math standards. Investigations and Context for Learning are used to anchor our Math Program along with other resources.</p>	<ul style="list-style-type: none"> • PS 112 has reduced class size. There are no more than 20 students in a class. • At risk students are provided with small group differentiated instruction or one on one tutoring to target each student’s specific needs 	<p>During the school day</p>
Science	<p>The science program is inquiry based and aligned to the State Standards</p>	<ul style="list-style-type: none"> • PS 112 has a science enrichment specialty teacher who provides inquiry based science instruction to all students. • All classroom teachers implement inquiry based science instruction during the school day. 	<p>During the school Day</p>

		<ul style="list-style-type: none"> • Students work in small groups. Instruction is differentiated. • The science curriculum is aligned with the NYS and NYC Performance Standards 	
Social Studies		<ul style="list-style-type: none"> • The social Studies curriculum is aligned with the NYS and NYC Standards and the Common Core Standards. • Our social studies program is inquiry based. • Small group differentiated instruction 	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	. Social worker; Psychologist	At risk as well as mandated students are provided with counseling by the school's social worker individually or in small groups.	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 *TA Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.

- The school is implementing high quality professional development that is aligned with the Common Core Standards in literacy and math. Our professional development is outcome based and directly linked to students identifies through data analysis. We conduct professional learning through a variety of research based strategies drawn from the New York City Professional Standards and the national council of Staff development.
- These strategies include job embedded support such as in class demonstrations lessons, modeling of research based strategies provided by the school based literacy and math coaches. In addition, teachers conduct action research, participate in study groups based in their identified needs and interests and discuss and research specific issues or questions that support them in developing best practices. Another research-based strategy is intra –visitations where teachers are encouraged to visit and observe in one another’s classrooms in order to learn and benefit from one another’s expertise and experiences. Teachers are provided with coaching and modeling of lessons by the literacy and math coaches. Teachers meet weekly in grade level teams to study student work and plan collaboratively. Teachers are provided with the opportunity to attend conferences and present at conferences. All teachers participate in grade level inquiry teams. We also have vertical teams in math, literacy, bilingual and special education.
- PS 112 is a Professional Development School in partnership with Hunter College’s School of Education and as a result, if an opening occurs, we are able to hire teachers that are highly qualified. We collaborate with the Steinhardt School of Education at New York University and Teachers College, Columbia University.
- Teachers College, Columbia University’s Teachers College reading Writing Project (Lucy Calkins) provides intensive high quality professional development to teachers. PS 112 has a staff developer that works with our teachers to deepen their knowledge about teaching reading and writing.
- Metamorphosis is providing professional development to the teachers in math. The math staff developer is meeting with teachers at PS 112 to deepen their knowledge in providing high quality math instruction to students. Teachers attend professional development training with Metamorphosis at their Math Institutes.
- All new teachers are provided with a mentor.
- Literacy Instructional lead teachers, math instructional lead teachers and the special education instructional lead teacher are provided with professional development by our network as well as Teachers College Reading Writing Project to build their capacity to work with teachers on their grade levels.

- The math coach participates in professional development from our network.
- Teachers are provided with opportunities to participate in study groups. There is an ELL study group, an ICT study group, an RTI study group, technology study group, stress reduction study group, math study group and a literacy study group that studies writing across grade levels.
- Teachers meet in grade levels and across grade level teams to review student data gathered from periodic assessments, study student work. Ps 112 involves teachers in decisions regarding the use of academic assessments.
- According to BEDS data all teachers are highly qualified.

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).

- The school is implementing high quality professional development that is aligned with the Common Core Standards in literacy and math. Our professional development is outcome based and directly linked to students identifies through data analysis. We conduct professional learning through a variety of research based strategies drawn from the New York City Professional Standards and the national council of Staff development.
- PS 112 has four Model teachers who provide opportunities for teachers to visit their classrooms and observe best practices and support teachers in the school.
- These strategies include job embedded support such as in class demonstrations lessons, modeling of research based strategies provided by the school based literacy and math coaches. In addition, teachers conduct action research, participate in study groups based in their identified needs and interests and discuss and research specific issues or questions that support them in developing best practices. Another research-based strategy is intra –visitations where teachers are encouraged to visit and observe in one another’s classrooms in order to learn and benefit from one another’s expertise and experiences. Teachers are provided with coaching and modeling of lessons by the literacy staff developer from TCRWP and from PS 112’s math coach. Teachers meet weekly in grade level teams to study student work and plan collaboratively. Teachers are provided with the opportunity to attend conferences and present at conferences. All teachers participate in grade level inquiry teams. We also have vertical teams in math, literacy, bilingual and special education.
- PS 112 is a Professional Development School in partnership with Hunter College’s School of Education and as a result, if an opening occurs, we are able to hire teachers that are highly qualified. We collaborate with the Steinhardt School of Education at New York University and Teachers College, Columbia University.
- Teachers College, Columbia University’s Teachers College Reading Writing Project (Lucy Calkins) provides intensive high quality professional development to teachers. PS 112 has a staff developer that works with our teachers to deepen their knowledge about teaching reading and writing.
- All new teachers are provided with a mentor.
- Literacy Instructional lead teachers, math instructional lead teachers and the special education instructional lead teacher are provided with professional development by the literacy and math staff developers, our network as well as Staff Developers from Teachers College Reading Writing Project and Metamorphosis to build their capacity to work with teachers on their grade level.
- Metamorphosis is providing professional development to the teachers in math. The staff developer is meeting with teachers at PS 112 to deepen their knowledge in providing high quality math instruction to their students. Teachers attend professional development training with Metamorphosis at their Math Institutes.
- Teachers are provided with opportunities to participate in study groups. There is an ELL study group, an ICT study group, an RTI study group, technology study group, stress reduction study group, math study groups and a literacy study groups that studies writing across grade levels.
- Teachers meet in grade levels and across grade level teams to review student data gathered from periodic assessments in literacy and math and study student work. PS 112 involves teachers in decisions regarding the use of academic assessments.
- According to BEDS data all teachers are highly qualified.

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.).

The School Leadership Team includes seven parent members, the principal, teachers and support staff to ensure the effective coordination of services and programs for students. In addition, the principal meets with her cabinet, the special education liaison, and lead teachers on each grade level to ensure the coordination of services to all students. The school has a special education implementation team that meets weekly to monitor the effectiveness of services that students with disabilities are receiving. The school has a School Intervention Team that meets twice a month to discuss students who are at risk and to provide and monitor the effectiveness of interventions. The school has an Academic intervention team that monitors the progress of at risk students to ensure the coordination of services for all students. Title I services are integrated with Title I professional development initiatives, bilingual programs (Title III and Part 154), special education initiatives and services for students living in temporary housing. All programs support the attainment of high standards for all students. PS 112 has a partnership with Head Start programs that focus on transitioning students from head Start to PS 112. The Head Start teachers visit PS 112 classrooms. We visit head Start programs to inform parents about PS 112 and we host tours of the school.

PS 112 has a Wellness in Schools Program that provides healthy and nutritious lunches in the cafeteria and provides workshops for both students and parents on cooking healthy foods throughout the school year.

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.).

The school reaches out to local head Start programs to transition students to PS 112. We visit Head Start Programs and we conduct tours and meetings to inform parents about the instructional programs at PS 112. The local head start programs visit Ps 112 and are invited to attend professional development as appropriate.

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.

Steps for Including teachers in the Decision Making Process

- Teachers will meet in grade level teams and across grade level teams to examine student data generated from periodic assessments in reading and math, performance tasks, student work products and writing samples using the Teachers College Reading Writing Project Writing Progression.
- Periodic Assessment dates: November 2014; January 2015, March 2015; May 2015. The TCRWP Staff Developer, the Literacy Coach and the Literacy Instructional Leads will facilitate the data meetings.
- A Measures of Student Learning Outcomes committee was set up and met to make the decision about what assessments would be used for literacy and math in August.
- Teachers are provided with training on administering the assessments in reading and math and in how to use these assessments to inform their practice of teaching learning as well as next steps for each student.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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	\$206,313.03	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	\$156,921.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,894,054.00	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: <u>Public School 112</u>	DBN: <u>04M112</u>
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: <u>50</u>
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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 5

of content area teachers: 1

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: [Part B](#)

Rationale

The program will stem from an inquiry-based approach to learning, using science as the content area of instruction. Throughout the course of the six weeks of meetings students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (Writing CCLS: 2.2;1.2;k.2); using variety of digital tools to produce and publish writing, including in collaboration with peers (CCLS 2.6,1.6,k.6); and participate in shared research (Writing CCLS 2.7, 1.7, k.7).

The goal of this program is to increase academic language discourse through an inquiry science based learning approach –with a focus on the alignment of content and language objectives that support student access of information and application of learning. Planning for language will include (but not be limited to): vocabulary, syntax, and semantics.

With support from teachers, students will research a science topic (using NYC Science Scope and Sequence and CCLS) develop a set of data, and then transform the data into three different types of journalism. During this process, the students will self-monitor progress using student friendly rubrics in order to guide their independent learning.

The program will be comprised of the aforementioned three project stages which will address all four ESL modalities (speaking, listening, reading, and writing). These stages are:

- Stage one; developing a news article related to their research subject.
- Stage two; interviewing peers as experts in their field of study.
- Stage three; creating podcasts to inform their listeners on their research results.

Each stage of the project will include multifaceted tasks. For example, within the article stage, students will be responsible for working together in groups as well as independently to develop their piece. They will ensure to use the genre appropriately and convey accurate information regarding their science topic being mindful of their audience. They will also ensure that they are adhering to each component of an informational news article; that is, they will use what they've learned about this format from NatGeo (magazine) to ensure their articles include such items as headlines, captions for pictures, etc., as well as proper use of academic terms. Using the language of the discipline (speaking and writing like scientists) will be addressed throughout each stage.

Common Core Standards Alignment

All teaching will be based on grade level expectations and aligned with the Common Core Standards (CCS). This will allow the teacher to tap into the language standards as well as the reading, writing, speaking and listening standards. Use the common core standards will be practiced in congress with the bilingual common core progression in order to address the diverse linguistic needs of our ELL student population. See above for CCLS in writing.

CCLS for Reading for Information:

- 1.2 Identify the main topic and retell key details of a text.
- 1.1 Ask and answer questions about key details in a text.
- 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs

Part B: Direct Instruction Supplemental Program Information

within the text.

- 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCLS Speaking and Listening

- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCLS Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

Technology Component

The heart of the program will be acquainting the students with various programs, software, and media tools that will then allow them to gain a familiarity with technology for future use in their learning (to demonstrate / express their understanding of the content). The students will be responsible for developing articles, on-camera interviews with a peer, and podcasts for audience consumption.

For the article component, students will have access to information on their subject through various media; videos, articles, images, etc. and will be able to use what they've learned to inform their original writing pieces. They will pull images from the web to include on the article template, pairing the images with appropriate captions. They will have the opportunity to work with the program Pages, which has a multitude of article templates to choose from and use as a guide. The program is very intuitive, and easy to use. This will allow more independent practice and therefore ensure more student ownership over their work.

For the interview component, students will have sample interviews modeled for them using videos from the web. They will then begin working with a peer to practice a Question & Answer format style interview. During this stage, there will be opportunities for students to act as "technicians" for each other (i.e., camera operators, directors, etc).

In the podcast component, students will become familiar with the Garage Band program. The practice of speaking and recording will be used in order to strengthen oral language skills as well as give the ELLs an opportunity to hear their own speech patterns upon editing their podcasts.

Subgroup and grade levels of students to be served:

The target population for the supplemental inquiry-based learning program will be for English Language Learners in both programs offered at our school.

Dual Language (DL) programs grades 1–2 in general and special education, as well as students from monolingual classrooms who are ELLs in the stand-alone English as a Second Language (ESL) program. The parents will attend monthly interactive workshops where they will work with their students using technology to further their understanding about the topic of inquiry. Parents, teachers, and students will be receiving support from the technology teacher in the use of various tools to research and synthesize learning; as well as tools that support oral language development.

Schedule and duration

The program will begin in December 2014 and will continue through May 2015, during after-school program every Wednesday from 2:40- 4:10 p.m.

Language of Instruction

The target language of instruction will be English with native language supports (Spanish). The program seeks to increase oral language development through academic discourse (primarily through the science

Part B: Direct Instruction Supplemental Program Information

discipline).

Numbers and types of certified teachers

- Five Bilingual and / or ESL Certified Teachers – direct instruction and professional development
- One general education teacher –technology
- Bilingual certified teacher -Literacy Coach for support/ professional development and

intervention

Teachers will provide whole group and small group instruction for students. The technology teacher will provide small group instruction for all students and for their parents. The ESL teacher and literacy coach will provide professional development for teachers and workshop for parents on supporting their students using technology and building of oral academic language.

Materials to be purchased

- Magazines such as NatGeo
- Science books
- Computer software
- Professional book for ELL Study Group
- Art Supplies for final projects

Professional Literature/ Resources:

- Integrating Literacy and Inquiry for ELs (Lindsey Guccione)
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

- Teaching Vocabulary to English Language Learners

Michael F. Graves, Diane August, & Jeannett Mancilla-Martinez

- <http://textproject.org/professional-development/text-matters/text-complexity-and-english-learners-building-vocabulary/>
- Blueprint for ELL Success
- Bilingual Common Core Progressions

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:

Professional development at PS112 is comprehensive, ongoing, and focuses on the oral language and academic development of a diverse population of ELLs. The classroom environment and teaching practices demonstrate an effective use of researched based practices/ strategies for teaching balanced literacy, math, and content area instruction. PS 112 has various study groups that meet to ensure up to date best teaching practices that meet the linguistic needs ad academic achievement for all ELL students.

Part C: Professional Development

The aim of professional development is to provide, deepen, and sustain teacher knowledge of best methodology and instruction that supports all students to meet the demands of the Common Core Learning Standards. Teachers meet collaboratively to: analyze various data sources; plan for effective language, literacy, and content learning; and reflect and revise their instructional practices. To this end, teachers study current ESL methodology/ approaches to create environments conducive to acquisition of English within a short time, planning effective language learning; effective questioning and discussion techniques; studying the connection between oral language development and comprehension; and process of thinking and learning in two languages. Therefore we have multiple study groups.

There is an ELL Study Group comprised of vertical teams of teachers (general education, bilingual, ESL, and special education), that meets weekly to study current ESL research and implications for teaching. In addition to various texts and articles regarding findings, consultant and experts are invited to share their expertise with our study group (ie; from the Office of ELLs; and also Patricia Velsaco). Teacher teams also go to conferences such as the Bank Street Language Series to further their repertoire of strategies support linguistic needs of ELLs and promote academic achievement. In addition, PS 112 is a host Learning Partners Program and therefore collaborates with teacher teams from other schools in the oral language development of ELLs.

Teacher teams are currently studying deepening questioning and discussion skills of all ELLs, through the disciplines, through the use of observation, feedback, and student assessment. The literacy coach and ESL teacher are also involved in a collaborative study with another school using recommendations from the online text) Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012) to plan strategically for all of our ELLs.

Another study group is taking an online course: Constructive Classroom Conversations: Mastering Language for College and Career Readiness (Elementary) NovoEd from Stanford, to support their understanding of building collaborative conversations amongst all of our ELL students.

The math coach, psychologist, and SETTS teacher meet weekly with the literacy coach for a Response to Intervention for ELLs study group using the resources from the Office of English Language Learners (OELL). The literacy coach was a former Instructional Resource Specialist for OELL, and uses her training and expertise to collaborate and facilitate tis study group to support response to ELLs within the RtI model.

The ELL Network Specialist, math and literacy coaches provide ongoing and comprehensive professional development to support bilingual and ESL teachers. The bilingual and ESL teachers attend the Teacher's Reading and Writing Project Calendar Days. The bilingual and ESL teachers are also engaged in a study of the Bilingual Common Core Progressions. They are also working with universities such as Hunter College.

Most of the general education teachers have completed the 7 ½ hours of training in ESL methodologies and we provide this training for al new general education teachers. All bilingual teachers as well as general education teachers are encouraged to participate in NYC department of Education o conferences and professional development to support linguistic and academic achievement of ELLs.

The teachers involved in the Title III program will participate along with other teachers in the studying of academic oral language development across the disciplines using current research based practices found in:

- Integrating Literacy and Inquiry for ELs (Lindsey Guccione)
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website:

http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

- Teaching Vocabulary to English Language Learners
Michael F. Graves, Diane August, & Jeannett Mancilla-Martinez

Part C: Professional Development

- <http://textproject.org/professional-development/text-matters/text-complexity-and-english-learners-building-vocabulary/>

Teachers will integrate language and content objectives to the curriculum using recommended strategies for teaching of vocabulary and content to ELLs. In addition teachers will also focus on using various tools (technology) to make the curriculum accessible to ELLs.

Teachers will meet Wednesday mornings for one hour (7:10-8:10 a.m.) for a series of eight weeks (8 sessions for one hour each).

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:

A series of parent workshops have been designed to provide the parentst of ELLs with tools to use at home in the areas of technology, literacy, math, science, and oral language . These parent workshops will be offered every other week at the same time as the Title III program for students.

The students' parents will be given the opportunity to attend parent workshops twice a week. The purpose of these sessions will be twofold; part of the time would be reserved for parents to use the technology lab in order to access email, communicate with teachers either directly through email or via class websites and twitter accounts. The second half of the time would be reserved for parents to work with their children on the projects. They will be asked to participate in the student learning by acting as research assistants for the article-writing component, interviewers for the news show component, and audience members for the podcast component. The techcnology teacher will facilitate these sessions. The ESL and bilingual Speech teacher will provide families with strategies that will help them understand the different stages of language acquisition and ways of developing and enhancing oral language . The Science teacher, Math Coach, and Literacy Coach will provide hands on interactive lessons for parents on common core aligned activities that support content development and academic language discourse.

All workshops will have translations provided by our bilingual staff and/ or translation unit.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 04	Borough Manhattan	School Number 112
School Name Jose Celso Barbosa		

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 Eileen Reiter	Assistant Principal Carmen Colón
Coach	Coach Irma Colon
ESL Teacher Rachel Lindsay	Guidance Counselor Luz Nereida Santa, SW
Teacher/Subject Area Nieve Gonzalez/ Bil. SPED	Parent
Teacher/Subject Area Teresita Prieto/Bil GE	Parent Coordinator Diana Martinez- Molano
Related Service Provider Milagros Alvarez	Other Marta De Jorge/ Bil Speech
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	367	Total number of ELLs	63	ELLs as share of total student population (%)	17.17%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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>			1											1
Dual Language <small>(50%:50%)</small>	2	2												4
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	2	2	1	0	5									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	0	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. [?](#)

	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	13	0	0	0	0	0	0	0	0	13
Dual Language	33									33
ESL	20									20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	66	0	0	0	0	0	0	0	0	66
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	13											13
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	13	0	0	0	0	0	0	0	0	0	0	13

*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	ELL	EP																
SELECT ONE Spanish	11	20	22	12															33	32
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	11	20	22	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	32

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>10</u>	Number of third language speakers: <u>5</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>6</u>	Asian: <u>0</u>	Hispanic/Latino: <u>18</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>7</u>	Other: <u>1</u>

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	2	2	6											10
Chinese	2	0	1											3
Russian	0	0												0
Bengali	0	0												0
Urdu	0	0												0
Arabic			1											1
Haitian														0
French	1		2											3
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	2	1												3
TOTAL	7	3	10	0	20									

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)	8	0	0											8
Intermediate(I)	1	18	15											34
Advanced (A)	7	7	3											17
Total	16	25	18	0	0	0	0	0	0	0	0	0	0	59

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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 several assessment tools, that allow us to analyze our ELLs learning patters. For Literacy we use Fountas and Pinnell Benchmark assessment (English). We also use Fountas and Pinnell's "Sistema de Evaluacion de la Lectura" in both our TBE and Dual Language Program to establish a baseline for our EP's and ELL students. As a progress monitoring assessment we use TCRWP

assessments unfortunately these tools are not in Spanish, limiting our tools to progress monitor the language acquisition in Spanish for our EP students. Informal and teacher-created Spanish assessments are used to inform us how the EP students are acquiring the new language. All the data from the assessments is utilized to set individual goals, create guided reading groups, provide additional support during the independent reading work as well as during the other parts of the literacy block, such as, during shared reading, writing and phonological word study.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our NYSESLAT data shows that ten percent of our ELLs scored proficient and 85% of our students advanced from one proficiency level to another across the grades. At a closer analysis, the areas of need is in reading and writing while students score higher in listening and speaking.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

While we have the overall score for the NYSESLAT, a drilldown by modality is not available. We need to continue our work on the areas of reading and writing.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The majority of our students across the grades advanced from one proficiency level to the next when compared with 2012's NYSESLAT scores. Since our school is a Pre-K to 2 school, our students are not eligible to take the ELA, math, Science exams or the ELL Periodic Assessments.

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](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
In our Spanish Dual language and Transitional Bilingual Education programs, native language is part of our daily schedule. We have an ASD and ICT Dual Language program in Kindergarten and first grade; follow the roller coaster model. Half of the day is taught in Spanish and the other half is in English. KKKKKKKKKKKKKKKKKKKKKKKKKKKKK

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?

A. The English proficient students are assessed using the Fountas & Pinnell's Benchmark assessment for ELA and Discovery Math for the Math Assessment as per NYC DOE mandates.

B. The level of language proficiency in the target language is at a beginning level for 5 out of 8 EP's students and Intermediate for 3 out of 8 students.

C. Our dual language program is in its second year only. Our students have not taken City or State tests as of this date.

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

EVALUATION OF ELL PROGRAM SUCCESS

PS 112 is an early childhood school and has grades PreK-2. The ESL teacher also works in the Push-In format with the Pre-K classes. The following assessments are used to evaluate ELL success: NYSESLAT, TCRWP, LAB-R, reading assessments, conferencing notes, collaborative assessment of student progress in teacher / service provider meetings, monthly guided reading reports, writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at PS 112 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning.

After examining all the assessment results and data, the teachers and staff who work with ELLs can continue the speaking and listening teaching methodologies and focus more energy on the reading and writing teaching methodologies. The ultimate goal of the ESL program is to equip the students with the tools necessary to achieve proficiency in all four language modalities (listening, speaking, reading, and writing). Once they have attained such proficiency, they will be better prepared to achieve success in all content areas of

their scholastic endeavors. The key of this undertaking is not to reduce the students' exposure to content, but rather to enrich the introduction of their regular content area studies using such ESL methodologies as Total Physical Response (TPR), the use of pictures and gestures, accessing students' prior knowledge, role playing, varied exposure to all forms of media, a heightened awareness and sensitivity to the students' home culture and language. It is a priority of all staff who work with ELLs to encourage the continued improvement and usage of native language supports in their teaching. We will continue to rigorously monitor student progress monthly using a variety of authentic assessments.

Part IV: ELL Identification Process

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

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

1.

When a student enters PS 112 as a new admit (either as a Kindergarten student or as a transfer from outside the city of New York), the parent and child are present during registration in order to have the Home Language Information Survey (HLIS) administered to the parents by a certified pedagogue as well as an interview with the child. The pedagogue at PS 112 who is responsible for identifying ELLs, testing ELLs, notifying parents, and conducting interviews is Rachel Lindsay, the ESL teacher. She has a Master's degree in, and is a certified teacher of ESL. She also speaks Mandarin Chinese, French, and German. PS 112 also has trained a Bilingual teacher in administering the HLIS and conducting interviews with the new admit. When Spanish translations are needed for the initial screening interviews, either Ms. Valck, Bilingual teacher or the assistance of the Parent Coordinator Diana Martinez-Molano who is a fluent and native speaker of Spanish is used. Based on the questions answered by the parent, and the responses given during the interview with the child, a determination is made regarding the child's home language (HL). If the HL is determined to be other than English, the language code (e.g., MN for Mandarin Chinese) is entered on the HLIS. Only those new students admitted to the NYC Department of Education for the first time and with no previous record of having been administered a LAB-R before; who have a HL other than English, are eligible to be administered the Language Assessment Battery-Revised (LAB-R) exam.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language is used in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

When a student enters PS 112 as a transfer s/he is screened using ATS to see if a home language code has been entered by another school in the New York City Department of Education (NYCDOE). If a language other than English has been entered, the student's information is then checked to see if s/he has ever been administered the LAB-R exam. Based on those results, the student is either tested or placed in the appropriate setting. If the student was given the LAB-R and tested as a proficient speaker of English, the code "N" will appear in the student's exam history indicating that they are "not eligible". In other words, they are not considered an English Language Learner (ELL) and are not eligible for English as a Second Language (ESL) services. The student would then be placed in a monolingual (English) classroom setting and the parent will be notified of their child's results and placement.

In April when the New York State English as a Second Language Achievement Test (NYSESLAT) is offered the following steps are taken:

* An eligibility RLEG report is printed from ATS to ensure that all ELLs are accounted for and administered the test. This list is verified against an RLER report as well as a cross reference list from the ESL teacher.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. Parent Choice at PS 112

When new parents register their children at PS 112, they fill out a HILS form, Parent Survey and Program Selections forms. PS 112 provides all the parents with an option letter in their home language. During the first two weeks of school, parents are invited to attend several sessions of a parent orientation meeting where PS 112 has made extensive efforts to ensure that all parents see the Orientation Video/DVD and "A Guide for Parents" brochure. Parent Orientation materials are available in the home languages of the school's ELL population. Parent Orientations are conducted throughout the year for the parents of newly enrolled English Language Learners to provide them with information about the appropriate programs for their child based on the LAB R assessment. There are opportunities for parents to observe classes, ask questions, view a video in their native language and meet with teachers regarding English language services available at PS 112. In addition, follow up meetings are provided explaining the results of the NYSESLAT as well as a Q&A about how this guides the instruction of our ELL students throughout the year. Parent choice drives program decisions. Parents are also provided with information of programs that are not offered at PS 112, such as Dual language programs and schools in NYC where these programs are available.

The ESL teacher, as well as the parent coordinator provides information regarding schools that have TBE programs in Chinese, Arabic, or any of the other languages needed to best suit the needs of their children.

- Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate in the parent's home language is made available to meet with them.
- In the Fall and the Spring, as required by CR Part 154, teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements, the expectations, the NYSESLAT Assessment, Idel/Lectura 3D assessment as well as the instructional standards.
- Parents are encouraged to meet with their child's teacher during parent teacher conferences at least twice a year as well as other times throughout the year about their child's progress. When necessary, translators are provided to parents.

Once the child begins receiving services in the desired program, we highly encourage that the child remains in that program (TBE). The students will stay within the ESL program until they are determined to be English proficient. The criteria which determines whether or not a child is able to exit the ESL program is by scoring at a "P" (proficient) level on the New York State English as a Second Language Achievement Test (NYSESLAT). Until such time as the student achieves English proficiency, s/he will continue to receive ESL services. Parents may choose to transfer their students to other ESL models/programs, but only the NYSESLAT can determine whether they are ELLs or former ELLs and therefore when they continue or cease services as the case may be. Once the student is determined to be English proficient, s/he will enter a monolingual classroom setting while continuing to receive ESL supports for 1-2 years.

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

3•How PS 112 ensures that entitlement letters are distributed, Parent Survey and Program selection forms returned:

Once the student has been determined to be an ELL, letters are hand delivered to each child and placed in the bookbag, parent orientations are held and after the orientation parents receive the Program selection form, they are asked to fill it out and return it prior to leaving, if a parent does not return it, the ESL teacher follows with a phone call, makes note of it in their Excell file and sends home a follow up letter, stating "second notice" on its margin, making a copy and filing it in her room and in the main office's ELL file cabinet.

The ESL Coordinator is responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as regular phone calls to ensure that all forms are read and returned. If after letters are sent home without a response, second and third attempt letters are sent. Though not required, the ESL Coordinator at PS 112 keeps parental receipts of letters sent home indicating that the parent has received all pertinent information regarding their child's ESL education. If a parent is unable to attend the Parent Orientation, every attempt to inform them of their choices and to receive a completed Parent Choice Form will be made on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

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.

.PROCEDURES USED FOR PLACEMENT IN TBE and ELL Programs at PS 112 --

In New York City, there are three distinct types of ESL programs available to students which are listed below:

- Freestanding ESL Program – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL strategies and providing native language support wherever possible. The ESL lab at PS 112 is equipped with native language books, posters, and other materials. The students have access to an audio lab with native language resources and rich resources via the internet. The ESL teacher also communicates with the parents using native language materials where available. The ultimate goal of this program is that the student achieves a proficient level of English in all four language modalities.
- Transitional Bilingual Education (TBE) Program – The key features of the Transitional Bilingual program are that the child receives instruction in both their home language as well as the target language (which is in this case English). The program model begins the school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student's home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual classroom setting.
- Dual Language (DL) Program – The key features of the Dual Language program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year, usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

At PS 112 (a Kindergarten through Second grade school) we have a Freestanding Pull-Out/Push-In model ESL Program with a total of 40 students as well as a Transitional Bilingual Program (TBE) with the following breakdowns per class: one Kindergarten TBE/CTT class with 18 students; one Bridge Grade 1/2 TBE class with 10 students in Grade 1 and 4 students in Grade 2 ; one Grade 2 CTT TBE class with 13 students; and one Grade K/1/2 TBE SE class with 8 students. We do not at this time have a Dual Language Program.

After the student has been determined to be eligible to be tested and has taken the LAB-R exam, the parent will be notified of the child's eligibility as well as a choice of dates to come to a Parent Orientation in order to be fully informed of all the choices of setting available for their child in the city of New York. This year we had two parent orientations in order to ensure that every available opportunity was given to the parents to attend. The first was held on Tuesday September 21st and the second on September 22nd. At the Parent Orientation, the ESL coordinator, the parent coordinator, as well as any necessary translators will provide all the information (listed above) regarding the three different ESL programs available to them and their child in the city of New York. They will see an Orientation video, listen to a presentation of all ESL-specific program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All brochures, information, and forms will be disseminated in the parents' native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English as per the results of the NYSESLAT. However, if the parent chooses as their first choice a program which is not currently available at PS 112, they will be informed that they can either choose a secondary option or we will aid them in finding a school within the district where their preference can be fulfilled.

The ESL Coordinator is responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as regular phone calls to ensure that all forms are read and returned. If after letters are sent home without a response, second and third attempt letters are sent. Though not required, the ESL Coordinator at PS 112 keeps parental receipts of letters sent home indicating that the parent has received all pertinent information regarding their child's ESL education. If a parent is unable to attend the Parent Orientation, every attempt to inform them of their choices and to receive a completed Parent Choice Form will be made on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

Parent choice dictates ELL classroom placement in every case. If a TBE program is available and the parent selects it as their first choice, the student is necessarily placed in that setting. Currently at PS 112 we have a TBE for Spanish on every grade level. If 15 or more parents with a HL other than Spanish choose a TBE program for their children as their first option, that program will be created.

If a newcomer enrolls at PS 112, any time after the beginning of the year, this process is repeated on an individual basis. First, a

determination is made as to whether or not the student is new to the New York City Department of Education (NYCDOE) based on records found in ATS. If the student has not been a student in the NYCDOE prior to their enrollment at PS 112, the student's parents are administered the HLIS by a qualified pedagogue. If a determination is made that the student is eligible for LAB-R testing, s/he will be given the assessment. If after completing the LAB-R, the student did not achieve a proficient score, s/he will become eligible for ESL services. At this point, the parent will be invited to the school for the ESL orientation described above and to make the program selection. After the parent has selected the program they feel will most effectively assist their child with learning the English language, the child will be placed accordingly and continue receiving services.

5. After reviewing the Parent Survey and Parent Selection Form for the past few years we have gleaned that parent choice has seen a shift in the number of parents who opt for the TBE (Transitional Bilingual Education) Program. In 2009-2010, 10 parents opted for their children to be placed in a TBE Program, 14 opted for a Free-standing ESL Program, and 0 opted for a Dual Language Program. In 2011-2012, 20 parents opted for their children to be enrolled in a TBE Program, 15 opted for a Free-standing ESL Program, and 0 opted for a Dual Language Program. In 2012-2013 we saw that 32 parents chose for their children to be enrolled in a Dual Language Program, TBE was selected by 35 parents, 11 opted for Free-standing ESL, and we even had a few parents sign in for a DL waiting list. This information can be interpreted in many ways. One possible explanation for the increase in our TBE Program enrollment this year could be that parents continue to be educated and better informed about the purpose of the TBE/Dual Language Program; that it is a transitional program intended to move L1 dominant students to a level of English fluency that will allow them to transition into a Monolingual English language classroom. Another possible explanation for this year's increase in TBE enrollment could be that the year we have created a Kindergarten Bilingual ICT class. Parents of bilingual students who have IEPs which indicate that the child would benefit from Bilingual services are now offered the opportunity to receive those services in a Bilingual Dual language ICT classroom. Additionally, we offer orientations and visits for prospective families at the end of the school year and in August prior to school beginning, these help clarify myths about bilingualism and enhance understanding about the program.

6. How are Programs offered at our school aligned with parent requests?

ESL Programs at PS 112 are consistently aligned to parent request. There are only two instances in which a student would be placed in an ESL Program that is not consistent with parent choice. One, if the program chosen by the parent is not available at PS 112 and two, if the student's IEP dictates that the student receive services in a specific ESL program that may not be the same program indicated on the Parent Selection Survey.

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 exam is administered by the ESL teacher. The Listening and speaking parts of the NYSESLAT are administered by the ESL teacher. The whole group parts (reading and Writing) of the exam are done in the classroom (TBE or Dual) with the Bilingual teacher and/or ESL teacher administering it..

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. 
- After analyzing the data that the parents have provided either via survey or after the Open house tours or general information assemblies, we have added the the Dual language programs with ICT component, allowing for students with disabilities to be part of the Dual/TBe programs that way addressing their needs. Last year we offered two Dual Language classrooms in Kindergarten and this year we have added two First grade Dual Language (Spanish) and one TBE ICT in our second grade. We will move our Dual Language programs to second grade next year and we will continue with our Dual Language ICT ASD (asperger disorder syndrome) in every grade K-2 as well as Dual Language ICT in K-2.

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])?

The Free-Standing ESL program operates using the Pull-Out/Push-In model, as allowed based on the students' proficiency levels and time allotments. The ESL teacher groups ELLs according to information gleaned from their reading levels, area of need, and areas for improvement. These indications can be found through formal and informal assessments. The grade level curriculum and assessments are aligned to the NYC and NYS ELA, NLA, ESL Standards in science, math, social studies, and technology. This curriculum is presented in English and/or the home language as the program designates. There is a daily 120 minute literacy block and a 60 minute math block. During the literacy block, all students are provided with English as a Second Language instructional strategies that are research based. Children are provided with phonemic and phonological instruction to develop decoding skills. Fluency and comprehension skills are taught using ESL strategies and native language supports. Our students are taught writing skills as well as the conventions of print. The daily 120 minute literacy block has the following components: read aloud, shared reading, word study, independent reading, guided reading and writing. Instruction is provided in two languages according to the model of the Transitional Bilingual Program as per the LAP. All curriculum and instruction is parallel to the ELA and NLA standards as well as ESL scaffolding methodologies.

All classroom teachers at PS 112 receive NYSESLAT information sessions to discuss students' proficiency levels and need areas. The ESL teacher provides all classroom teachers with NYSESLAT results as well as the LAB-R results in order to maintain appropriate communication across classroom environments. Constant communication between the ESL teacher and the classroom teachers occurs in order to ensure that students are grouped appropriately throughout the year as progress is made.

Instruction in literacy and the core curriculum is provided in accordance with the program models and levels of English language proficiency. Content area instruction is rigorous. The classroom environments support risk-taking and there is evidence of strong oral and written language throughout the school. At PS 112, we have begun a widespread Inquiry-Based Curriculum. This type of student-driven instruction has given the students ownership over their learning and a set of tools for research which will service their academic disposition throughout their entire scholastic career. Teachers at PS 112 expect students to achieve at high levels of performance. Students are provided with instructional strategies that challenge the students to think critically. Native language support is used to help students acquire proficiency in the English language as articulated by the school LAP, NYSESLAT, as well as the LAB-R. ESL, ELA, NLA and content area instruction in all classrooms is informed by the NYSESLAT scores and other assessments, and meets the requirements of CR Part 154.

Classrooms are organized to provide student centered instruction and flexible grouping has been implemented. The school and classroom libraries provide students with a rich collection of authentic literature and resources in native languages. Instructional materials, teacher schedules, student writing and projects as well as student data that demonstrate that there is quality instruction on each grade level are on display around the school. Students have access to technology in the library, computer lab and in their own classrooms. Differentiated instruction is a driving force at PS 112 in giving the ELL population of students the support they require to succeed. ESL instruction is implemented using current research-based strategies. Teachers are provided with support in keeping up-to-date with the most current pedagogical theories with substantial administrative

offerings; teachers are given the opportunity to join various study groups, cabinets, and other groups which allow them to discuss, debate, and learn from other teachers and administrative leaders.

Instructional materials and books are standards-based and age appropriate. Teachers keep themselves fully informed of their students' reading levels and interests so that they may guide their instruction to compliment their students' needs and strengths. ESL and NLA instruction uses the balanced literacy model as well as Inquiry to provide the necessary language development to meet the needs of the individual students. The Freestanding ESL Program is a Push-In/Pull-Out model and provides content-based instruction in English with native language supports. The ESL instructor at PS 112 uses an Inquiry-Based methodology to give the students an approach to learning which will greatly benefit them in all their scholastic endeavors.

PS 112 is an early childhood school and has grades PreK-2. The ESL teacher also works in the Push-In format with the Pre-K classes. The following assessments are used: Teachers College Assessments, NYSESLAT, LAB-R, monthly guided reading reports, writing samples, student projects, and other student-created work. The results of this body of student work inform the teachers of the students' strengths as well as areas for improvement or continued instruction. Teachers at PS 112 are in constant communication with one another so that they might gain insights through idea sharing and collaborative planning.

SIFE AND LONG-TERM ELLs

As a K-2 school, PS 112 does not, nor will ever have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 112 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA. Additional time allocation for each of these language components will be provided in the event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.

NEWCOMERS

Beginning (newcomers) as well as intermediate students receive 90 minutes of ESL daily (360 minutes per week). Advanced students receive 180 minutes of ESL instruction per week. The TBE program offers these same amount of ESL instruction in addition to 45 minutes of Native Language Arts daily as well as content area instruction in English with support in Native Language as needed. Students are taught in whole group, small group and individual one-on-one conferring in order to address their specific need and the area of learning. Our Kindergarten TBE ICT class has two teachers who use several methodologies to address the students academic and language levels.

At PS 112 all students learn using the workshop model which includes read alouds, shared reading, guided writing, shared writing, interactive writing, and word study. Students also take part in inquiry-based learning. In addition to the pull-out ESL program, advanced students receive ELA instruction in their classrooms.

ELLs RECEIVING SERVICES 4-6 YEARS

As a K-2 school, PS 112 only has students receiving services for 4 years or longer in the event that an ELL is held over. When this occurs, teacher-led focus groups gather to discuss and observe these students using an inquiry-based approach. After meeting with the student's classroom and out of classroom teachers, they use their observations and assessments to inform their instruction when differentiating lessons for those students. The AIS and resource room teachers are also included in the individualized observation process of these students who have been held over. Throughout the year, the administration, teachers and staff reach out to our tandem school who may be receiving our students for the later elementary grades (3-6 grade) and invite to our monthly TBE/ESL meetings where the teachers meet to plan instruction, inquiry projects, trips and parent outreach workshops. Our goal is to maintain a cohesive instructional plan that would help us align the Common Core Standards for a seamless transition into the higher elementary grades.

SIFE AND LONG-TERM ELLs

As a K-2 school, PS 112 does not, nor will ever have SIFE students or long-term ELLs. However, in consideration of the possibility of PS 112 ever having these students, extended instructional time will be offered, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA. Additional time allocation for each of these language components will be provided in the

event that PS 112 ever has SIFE or long-term ELLs. PS 112 does have ELLs with special needs and we are providing the same rigorous instruction for these students. However, the curriculum is differentiated to meet the needs of these diverse learners. Students that have achieved proficiency are provided with additional support to ensure that they continue to progress.ere:

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 In our TBE and Dual Language classrooms, our students are assessed using the Fountas and Pinnell's " Sistema de Evaluacion de la Lectura" which allows the teacher to track students reading level, accuracy, comprehension, fluency. In K-1 and newly arrived students use the phonological program "Estrellita" for phonics instruction in the native language. In Mathematics, students are assessed using the designated MOSL- Discovery Math, at this time this assessment is available only in English. We inquired about its availability in other languages and were told to translate to the best of our ability. Teachers have also opted to assess students with teacher made assessments to evaluate their growth in content language development in the Dual Language classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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

Paste response to questions here:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

Paste response to question here:

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:	Spanish		
Social Studies:	Spanish/English		
Math:	Spanish/English		
Science:	English/Spanish		
Dance	English		

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

Music	English			
Technology	English			
Library	English/Spanish			

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

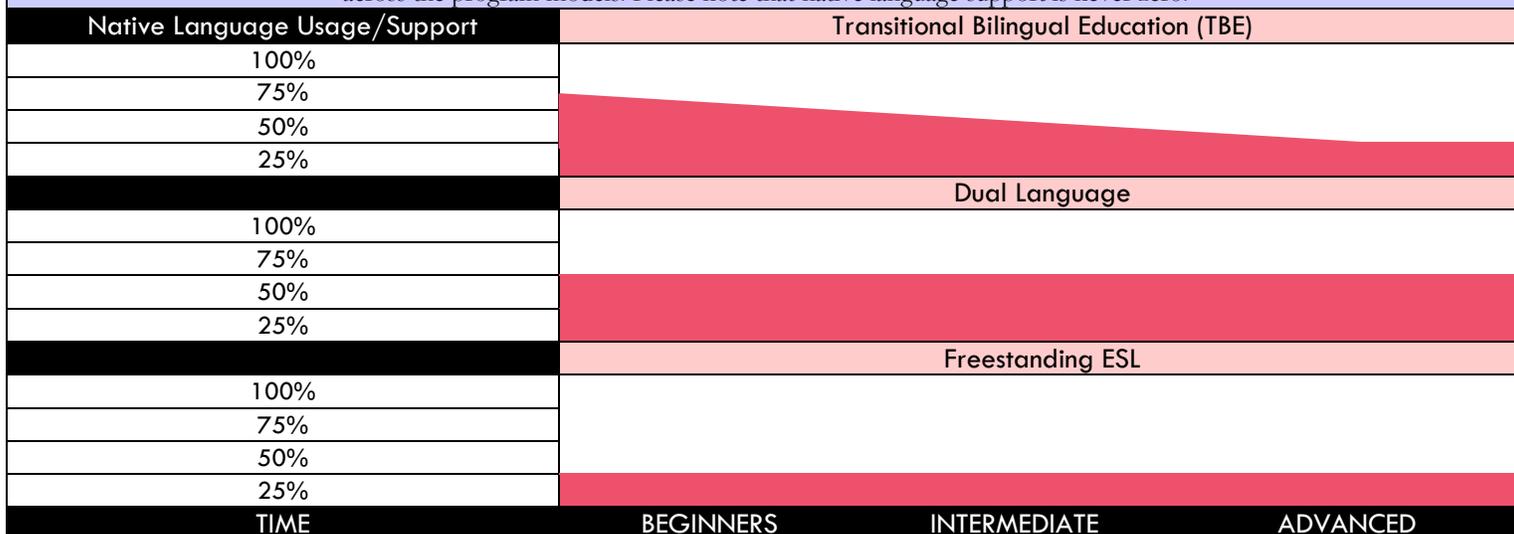
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

PROFESSIONAL DEVELOPMENT

Professional development at PS 112 is comprehensive, ongoing, and focuses on the academic support needs of ELLs. The classroom environments and teaching practices demonstrate effective strategies for the teaching of balanced literacy, math and content area instruction. PS 112 has an ELL study group that meets weekly to ensure that the bilingual, ESL, as well as general education teachers are provided with the support necessary to continue to address the linguistic development and academic achievement of the ELL students. In this group discussions are held with regard to current ESL research and the implication for instruction. The teachers are responsible for preparing for each meeting by reading various texts and articles based on the most recent findings for the optimum instructional methodologies for ELLs.

TRANSITIONING STUDENT SUPPORT

PS 112 is a K-2 school and students are given the opportunity at the end of their second grade school year to visit the 3-5 school (PS 206) whose building is adjacent to ours. ELLs who are in the Pull-Out ESL program take a tour of our tandem school with their regular groups and ELLs in the TBE program take a tour of the tandem school together with their classmates. The ESL teachers, Rachel Lindsay at PS 112 and Gretchen Visser at PS 206 are regular collaborators and continue communication throughout the year regarding transitioning students. The ELLs in the Pull-Out ESL program have the opportunity to meet the ESL teacher at PS 206 and take part in a Question and Answer session with her.

ESL TRAINING FOR STAFF

The ELL Network Instructional Specialist, math and literacy coaches provide ongoing and comprehensive professional development support to bilingual teachers. The bilingual teachers as well as the ESL teacher attend the Teacher's College Reading and Writing Project Calendar Days at Columbia University. All bilingual teachers have studied the ESL and NLA standards. The general education teachers have completed the 7 ½ hours of training in ESL methodologies and we provide this training for all the new general education teachers. All bilingual teachers as well as general education teachers are encouraged to participate in NYC Department of Education conferences and professional development to support linguistic and academic achievement for ELLs.

All teachers in both general education as well as bilingual education are provided with common grade level meetings for professional development and curriculum planning in literacy, math, science, and social studies. There is a bilingual teacher leader that supports the bilingual teacher as well as the general education teachers with regard to the needs of their ELL population. PS 112 provides its teachers with collaborative preparation periods so that they might work with one another in order to give their shared students a seamless transition throughout the school day. These collaborations also better serve the students in that if both teachers are supporting each other in content area planning, the students' likelihood for retaining content is greatly increased by receiving reinforced instruction from more than one area.

At PS 112, the Assistant Principal is a former Bilingual classroom teacher, as well as an ELL Instructional Support Specialist, and has a lengthy career in ESL techniques, methodologies, as well as an intimate knowledge of the administrative domain. She leads ELL study groups as well as one-on-one support for teachers to assist them in the enrichment of their ESL instruction abilities. The math coach is a former bilingual teacher and uses the scaffolding techniques and methodologies she has mastered to better support ELLs as well as general education teachers with an ELL population. The literacy coach is a former special education teacher and works with all teachers on ways to enrich the differentiated instruction taking place in their classrooms. The bilingual SETSS teacher works with all teachers on ways to scaffold learning and differentiate instruction. The ESL teacher is multi-lingual and has a master's degree in ESL instruction. This group of teachers provides PS 112 with a wealth of knowledge and experience on how they can meet the specific needs of ELL students and ELL students with special needs. We will take several specific actions to continue the improvement of the education of our English Language Learners. First, we will continue the ELL study groups and provide continuous ELL professional development to all the teachers. Our Bilingual and ELL teachers have a scheduled common preparation period where they can meet to plan, discuss the LAP and recent research in the area of ELLs. Teachers will be provided with opportunities to attend DOE and city professional development. We will continue to rigorously monitor student progress monthly using a variety of authentic assessments. We will always ensure that we implement all components of the 120 minute literacy block, the 60 minute math block and ensure that content is supported by

instructional materials. We will use current research based strategies to improve instruction as well as to monitor instructional planning for evidence of rigorous and challenging content. PS 112 is dedicated to continued improvement in the areas of standards based student learning, inquiry and the use of data to inform curriculum planning and instruction. It is our goal to provide even more opportunities for interactive writing in the content area of English and to further explore the scholastic benefits of inquiry-based curricula.

In order to continue the implementation of these goals, support required will be as follows: PS 112 staff will need to stay abreast of all current research pertaining to ELLs, also the creation of study groups will need to continue being formed in order to explore specific focuses aimed at ELLs. Research has indicated that small study groups are an effective method for new knowledge acquisition. At PS 112, we will continue offering small study groups to ensure that all teachers can reach their mandated 7.5 – 10 hours of professional development in ESL methodologies. This year we will study two books: Christina Celic's book "English Language Learners Day by Day k-6" and the book "Reading and Writing in Two Languages" by Freeman & Freeman.

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?

All cultures are celebrated at PS 112 by involving the parents in sharing cultural stories, food, dress, and their native language. The students are given ample opportunities to interact with children and parents from other cultures and to exchange stories and ideas with one another. At PS 112 we have luncheons and arrange extracurricular activities for parents of ELLs. Our students' parents are encouraged to join their children on any field trips or special festivals sponsored by our school. Such field trips may include visits to the Museo del Barrio, the Bronx Zoo, and the NYC Aquarium. All parents are invited to participate in classroom celebrations, such as publishing parties, special video or project presentations as well as to participate by sharing their expertise in any area they choose with their child's class from sewing a quilt to making tortillas after the reading of a celebrated picturebook.

Each year we have festivals to celebrate the changing of the seasons to which parents and children are warmly encouraged to enjoy. Classroom libraries as well as the main school library are equipped with texts spanning many genres and subject areas in various native languages which also contribute to the overall motif of celebrating all cultures at PS 112. The social studies curriculum highlights the uniqueness of families and each child.

Monthly calendars in the native language are distributed to parents each month in order for them to remain acquainted with the events taking place in the school. All flyers, letters, the Homework Policy, Parent Handbooks, etc. are given to parents in English as well as their native language when possible. All parent workshops are presented to parents in both English and Spanish. There is evidence of native languages and cultures displayed throughout the school in writing as well as student projects. PS 112 has a Title III parent involvement program that supports families of ELLs. The translation monies are used to support the translations of the Homework Policy, the Parent Handbook, as well as providing informational seminars to the families in topics of interest such as health, money matters, nutrition and science. All parent meetings have someone available for translations. The Parent Coordinator is bilingual (Spanish) and supports ELL families by making sure they are included in all school and community activities. The Parent Coordinator has workshops for parents based on their identified needs. The school's social worker, psychologist, and speech provider all have resources for parents of ELLs.

Our Parent Coordinator, makes use of all Community Based Organizations and provides all parents the opportunity to participate in several workshops that range in topics from health, Economics, Nutrition, A day for Fathers to come and Read Aloud with their child and their child's class.

Twice a year the Parent Coordinator sends home a general parent survey where families are asked to express their diverse interests in the needs of the community and topics for workshops throughout the year. They are offered this survey again throughout the year in the monthly PA meetings.

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:

School Name: Jose Celso Barbosa**School DBN: 04M112****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eileen Reiter	Principal		11/15/13
Carmen Colón	Assistant Principal		11/15/13
Diana Martinez-Molano	Parent Coordinator		11/15/13
Rachel Lindsay	ESL Teacher		11/15/13
	Parent		11/15/13
Verena Valck/SpED Bilingual	Teacher/Subject Area		11/15/13
Nieve Gonzalez/Bilingual	Teacher/Subject Area		11/15/13
Irma Colon- Math	Coach		11/15/13
	Coach		11/15/13
Luz Nereida Santa	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Teresita Prieto	Other <u>GE Bilingual Teacher</u>		11/15/13
Sandra Castro	Other <u>SpeD Bilingual teach</u>		11/15/13
Jacqueline Cinto Aguilar	Other <u>GE Bilingual K</u>		11/15/13
Elizabeth Fionda	Other <u>Ge teacher</u>		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M112 School Name: Jose Celso Barbosa

Cluster: 02 Network: 203

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.

At the time of registration all parents who are new to NYCDOE are asked when filling out the Home Language Survey in what language do they want to receive information from the school. Based on the answer, we compile a list of the languages in our school and provide information in the languages available in the DOE. Additionally, our staff members are fluent in Spanish, Chinese and French. When information needs to be translated we either send it to the Translation unit or call the number at the translation unit so that immediate information can be provided to the families. Every year our parent coordinator sends a survey home to inquire about the needs of the community in order to plan workshops around these needs. In this questionnaire the language of preference is asked in order for the school to address these needs.

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 information was disaggregated and we realized that we needed translators for parent conferences, workshops and for translating flyers, letters and academic activities to inform parents of the daily curriculum and monthly newsletters. A meeting was held with the school community to share the findings of the survey.

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.

We provide parents with the school's monthly calendar/newsletter of events.

- We provide translation at all meetings, workshops, parent conferences and celebratory events.
- We provide parents with written informational pamphlets to inform of current curriculum topics per grade.
- Our staff provides translated letters/memos to parents related to trips and to inform about classes thematic units of study.
- PS 112 makes use of regional and the DOE's translated documents for registration, standards performance, conduct, safety and discipline codes, special education and related services as needed by parents of our school community.
- Our staff additionally provides translated permission slips/consent forms.

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 Association meetings a person will be available to translate for parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Parent volunteers are also available to support parents in need of translation services. The IEP team is bilingual as well as the Assistant Principal to translate when needed. In addition, every teacher is given a translation unit contact telephone number prior to the conferences so that they can arrange to translate via phone during parent conferences.

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

In September, parents whose primary language is not a covered language within the DOE nine most popular languages in the NYC and who require language assistance services are provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, are available for parents who request it. We have posted signs throughout the main entrance, cafeteria, school exit and main office indicating the availability of translation services. Information posted or sent home with the children carry an addendum that states that the school will provide the document in another language as needed and requested by the parent.

