2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT - PENDING NYSED APPROVAL

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

School Name: **P.S. 112, THE BRONXWOOD SCHOOL**

Principal: **SUSAN A. BARNES**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 112, The Bronxwood School School Number (DBN): 11X112

School Level: Elementary Grades Served: PreK-5

School Address: 1925 Schieffelin Avenue Bronx, NY 10466

Phone Number: (718) 654-6377 Fax: (718) 654-7931

School Contact Person: Susan A. Barnes Email Address: Sbarnes2@schools.nyc.gov

Principal: Susan A. Barnes

UFT Chapter Leader: Charles Flisser

Parents' Association President: Ceevah Coleman

School Leadership Team Chairperson: Charles Flisser

Student Representative(s): N/A

District Information

District: 11 Superintendent: Maria Lopez

Superintendent's Office Address: 1250 Arnow Avenue

Superintendent's Email Address: MLopez@schools.nyc.gov

Phone Number: (718) 519-2620 Fax:

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonaldo

Network Number: CFN 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan A. Barnes	*Principal or Designee	
Charles Flisser	*UFT Chapter Leader or Designee	
Ceevah Coleman	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Patricia Fox Member/ Teacher	CBO Representative, if applicable	
Aine Sia	Member/ Teacher	
Stacie Harris Clement	Member/ Teacher	
Stephanie Coletti	Member/ Teacher	
Keisha Saunders	Member/ Teacher	
Jennifer Beberman	Member/ Teacher	
Rocio Pena	Member/ Parent	
Deborah Dunston	Member/ Parent	
Thelma Jones	Member/Parent	
Maria Valenzuala	Member/ Parent	
Olga Zayas	Member/ Parent	
Doris Joya	Member/ Parent	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and SCEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
1. **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2. **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3. **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4. **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5. **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6. Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of P.S. 112, The Bronxwood School is based on a deep commitment to provide rigorous learning opportunities so that all students can achieve at the highest level possible. Through a community wide social-emotional approach we offer a comprehensive instructional program that equips students with the knowledge and skills to enter high school focused on college and career readiness.

At P.S. 112, Teachers, Parents and Students will work together with respect and consideration for all to achieve excellence in meeting the Common Core Learning Standards in Reading, Writing, and Math using problem solving skills across content areas.

P.S.112 is a three-story building built in 1953. The building is clean and well maintained. We average three classes per grade (PreK-5). There is a self-contained special education class on each grade and 4 Integrated Co-Teaching Services classes. We are proud to offer our community the Family Mall. The Family Mall is a meeting place for parents to share their ideas and talents. Activities, such as informative workshops are planned on an ongoing basis. A full-time Parent Coordinator and our Parent Association work collectively to promote family literacy and parent involvement. Parents are involved and support the school with additional security by monitoring the hallways and providing classroom tutoring.

The student body is served by 33 professionals and support staff, including a Principal, an Assistant Principal, a full time guidance counselor, a SETSS teacher, a Crisis Intervention Teacher, cluster teachers, a secretary, and one site safety officer. The Principal, Assistant Principal, and Network provide staff development through workshops, study groups, and the modeling of strategies during "push-in" lessons and coaching sessions.

Technology is currently expanding in our school. We are recipients of the Exxon grant and several Wireless Internet Learning Lab on Wheels (WILLOW). Our computer Lab and Media Center have been updated. Our school also has over twenty smart boards.

P.S. 112 takes an active and continuous, data-driven approach to improving student performance, using TCRWP, baseline assessments from ReadyGen and Go Math!, item analysis, portfolio assessment, and other indicators to identify and address student learning needs and target areas for growth.

At our school students can participate in the Glee Club, Project Boost, Violence Prevention Program, Building Cultural Diversity Team, Attendance Incentive Program, The Spanish Club, The Dance Club, and the Garden Club.

We have many partnerships within the community. Edenwald-Gunhill Community Center collaborates with our students in Read to Succeed, Partners in Reading, NYC Public Library, Various Colleges and Universities, Cooperative Education and the Beacon Program. We collaborate with Orchestra of Saint Lukes, East Laconia Neighborhood Association continues to support our school community with monetary donations for

graduates.

We are looking forward to continuing our initiatives, embracing our challenges, and celebrating our successes.

Tenet 3 is the area in which we here at P.S. 112 experienced the most growth-Curriculum Development and Support

STUDENT PROGRESS

The challenges we faced in 2013 were discovered based on our teacher observations (utilizing Danielson) and Professional Development offered to teachers. We focused on improving student achievement by providing high quality instruction aligned to the Common Core State Standards. At P.S. 112x, we provided students with resources that were aligned with common core that gave them technology based enrichment support through Success Maker in ELA/Math for grades 3-5 and Waterford in grades K-2. In doing so, we developed and enhanced 21st Century digital skills for our students by integrating technology into all classrooms as well as, expanding students' exposure to (STEM) curricula. The degree of student achievement is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.

Improvement on the State English test
All Students Good
Lowest Performing Students Excellent

Improvement on the Math State test
All Students Excellent
Lowest Performing Students Excellent

STUDENT ACHIEVEMENT
Student performance on the State tests in English and math; and achievement in middle school after leaving this school
7%
City Average: 30% District Average: 21%
7%
City Average: 39% District Average: 30% met State standards on the State English test; the average score at this school was 2.1 out of 4.5

93% was the pass rate by this school's former 5th graders in their 6th grade courses in math, English, social studies, and science met State standards on the State math test; the average score at this school was 2.2 out of 4.5

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties,

and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

11X112 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**405**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**94.6%**	**% Attendance Rate**	**88.8%**
% Free Lunch	**95.3%**	**% Reduced Lunch**	**2.2%**
% Limited English Proficient	**5.3%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.4%**	**% Black or African American**	**49.7%**
% Hispanic or Latino	**49.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**N/A**
% White	**0.7%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**11.34**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**22.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**N/A**	**Average Teacher Absences (2013-14)**	**15.44**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**6.8%**	**Mathematics Performance at levels 3 & 4**	**7.2%**
Science Performance at levels 3 & 4 (4th Grade)	**93.2%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

11X112 School Information

School Configuration *(2014-15)*

Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**405**	**SIG Recipient**	**N/A**
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Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**94.6%**	**% Attendance Rate**	**88.8%**
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Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.4%**	**% Black or African American**	**49.7%**
% Hispanic or Latino	**49.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**N/A**
% White	**0.7%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**11.34**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**22.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**N/A**	**Average Teacher Absences (2013-14)**	**15.44**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**6.8%**	**Mathematics Performance at levels 3 & 4**	**7.2%**
Science Performance at levels 3 & 4 (4th Grade)	**93.2%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum, introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. Our HEDI is Developing and our related needs are listed below:

- After reviewing Pillar 1: we determined the need to focus additional attention and resources on second grade with training in TCRWP and Waterford.
- We added an additional Pre-K class and enlisted support services in reconfiguring the classroom set up for Pre-k and kindergarten provided by our Network 534.
- We are developing and enhancing our students' technological skills beyond keyboarding and and using technology for beginning stage research.
- Our English Language Learners are finding an easier transition to the 25+ class setting from their self-contained time block with the ESL instructor. They are receiving mirrored instruction, by majority.
- We need funding in order to provide continual professional development in these concentrated areas in the curriculum.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 7% of the students in grades 3-5 will be proficient in meeting the ELA and Math standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
To improve achievement for all students and sub-groups outlined by the NY State for PS 112 from grades Pre-K-5, the following Professional Development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and Math: Facilitation of these workshops will be done by Educational Consultants for classroom teachers of SWD/ELLs and teachers of SWD and ELLs to equip them with strategies necessary to deliver the proper instruction. Data Sources: New York City Performance Based Assessments New York State Assessments in ELA/ Math/Science TCRWP/Running Records Go Math Assessments Daily Formative Assessments Unit Summative Assessments Curriculum Maps Lesson Plan Review Danielson (Job Embedded) Observations Data Conferences Teacher Conferring Sessions with Students	All students and all sub-groups	September - October 2014 and Baseline PBA Baseline Math February 2015 TCRWP Running Records/MOY Math May 2015 EOY PBA and TCRWP ELA/Math	Administration School Leadership Team Curriculum Team Professional Development Team Assessment Team Network Team CFN 534
1. Network ELL Specialist will work as the CFN 534 ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. Support for teacher teams as they develop ELA units and tasks for ELLs will be on a continual basis.	SWDs and ELLs are our targeted group.	Starting in September 2014-we will have monthly meetings	• School District Representative • SETSS • SBST • Network Special education team • Administration
1. Network ASE, will facilitate PD activities for teacher of SWDs. These meetings will take place at Lab schools where monthly activities will include the development of reading and writing strategies in alignment with CCLS implications for student learning and grade level ELA curriculum.	SWDs and ELLs are our targeted group.	November 2014-June 2015 is our start and end time.	• Improved performance of ELLs in ELA as evidenced by interim assessments. 1. Network ELL

			specialist, ESL and classroom teachers • Network ASE and SE teachers
Teacher programs are projected to include 2 periods per week of common planning time. In grade teams and with the RTI team, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.	SWDs and ELLs are our targeted group.	October 2014-June 2015 is our start and end time.	Administration RTI Team Teachers AIS service provider (based on funding)

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Scheduled Planning time during the school day for common planning. Scheduled time once a week, during the school day, for Professional Learning Communities (PLCs) to master and apply the LSAW protocol.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**	x	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: ○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ○ Specify a timeframe for mid-point progress monitoring activities.				
For grades Pre-K to 5 A benchmark assessment through TCRWP- Running Records will give us a mid point checks on student progress. Check points for both ELA dn math will be captured 3 times a year –October, February, and May.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. Developing – based on the teacher responses on our School Snap Shot.

- We have in place Hi-5 Expectations in various aspects of school life.
- We have Better Bucks Attendance Challenge.
- We have Better Bucks in the Cafeteria which can be used for purchases within the school store.
- We are developing a protocol for teacher distribution of Better Bucks.
- We have a Respect for All Team, Climate and Culture Team, BRT, Crisis Intervention Specialist, SBST, and Guidance Counselor.
- We have a ladder of referral for students in need of removal in place.
- We need funding in order to provide continual professional development in these concentrated areas .

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Organizing, analyzing and sharing all ATS data reports that give attendance information for valuable communication through mailed attendance cards, parent outreach Tuesdays, and Parent/Teacher Conferences. This way we will give pertinent formative information to all stake holders and allow them to address the needs of all students within the school community. This strategy will give the parents all pertinent information which will allow them to be partners in their child's education. • In collaboration with the SBST team, school Guidance Counselor, Crisis Intervention Specialist, school Nurse, the Parent Coordinator (PC), the Parent Association (PA) and the school Asthma Ambassador they will review disaggregated data to monitor all systems that support student social and emotional health. • Effective use of the school attendance team and CFN 534 to address absence and lateness.	All Students	September 2014- June 2015	Teachers Administrators Attendance Team SBST Guidance Counselor Parents Parent Coordinator Network Attendance Support Personnel CFN 534
• In collaboration with the SBST team, school Guidance Counselor, Crisis Intervention Specialist, school Nurse, the Parent Coordinator (PC), the Parent Association (PA) and the school Asthma Ambassador they will review disaggregated data to monitor all systems that support student social and emotional health. • This area will also review safety systems in place with our Completed School Safety Plan, Monthly Safety Committee Meetings, and Regular BRT briefings.	All Students	September 2014- June 2015	1. Administrators, SSA, BRT, SBST, Data Specialist, Crisis Intervention Specialist, School Nurse, PC, PA, and Asthma Ambassador Administrators, Attendance Team, and CFN 534
• In following our school wide Discipline guide and Ladder of Referral we have defined intervention(s) for all students deemed at-risk as per absence, lateness, and behavioral issues. • Guidance Counselor will maintain the minutes of the attendance meetings held and log of contact hours the team has made for each and every identified at risk student. Thereby, addressing the Initiative Every Student Every Day.	All Students	September 2014- June 2015	Respect For All Team Attendance Team Teachers SBST Administrators Parents Network Support Personnel 534
• Report of all students deemed at-risk as per attendance and lateness	All Students	September 2014- June 2015	Attendance Team Teachers Administrators

			Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
3. ATS and other attendance reports to be generated and analyzed 4. Scheduled meetings of the attendance team, data specialist, CFN 534, and guidance counselor. 5. Ongoing partnerships with assistant principal and guidance counselor to ensure targeted support for at-risk students.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	**Tax Levy**	x	**Title I Basic**	x	**Title I 1003(a)**		**Title IIA**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: ○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ○ Specify a timeframe for mid-point progress monitoring activities.				
Weekly attendance team meetings discussing tardy/absent children; using various ATS Reports. Every Tuesday is our Every Student Every Day Meeting. The mid-point benchmark used to progress monitor is TCRWP taken 3 times a year- October, February, and May.				
Part 6b. Complete in **February 2015.**				
2. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
3. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. Developing

- Since the trainings of TCRWP and many support visits from our Network we are developing our libraries to reflect the Independent Reading period(s).
- We are developing our plans to reflect a clear time block to our independent writing period(s) and unpacking the clear expectations during that allocated time.
- We are using technology for inquiry work beyond the scope of keyboarding.
- We need funding in order to provide continual professional development in these concentrated areas in the curriculum.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teacher teams will revise units of study to include rigorous Common Core aligned tasks and adaptations for ELLs and SWDs, as evidenced by curriculum calendars reflecting units and publication of the units themselves.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Develop higher order thinking questions for each unit of study • Develop differentiation strategies • Participate in peer visitation/lab sites • To improve achievement for all students and sub-groups we analyzed and planned based on the following data sources Citywide Benchmark Assessments Baseline Assessments ELA/Math TCRWP/Running Records School Net PLC Minutes Teacher Tracking Tools School wide Data Sheets in ELA/Math Success Maker ELA/Math MYON	All groups and sub-groups	The start time is September 2014 the end time is June 2015	Administration Grade Leaders Professional Development Sources Teacher's College Network instructional support specialist, ELL teachers, SE teachers, classroom teachers.
• Network ELL Specialist will work as the CFN 534 ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. Support for teacher teams as they develop ELA units and tasks for ELLs will be on a continual basis.	The targeted groups are SWDs and ELLs	The start time is September 2014 the end time is June 2015	SBST Network Special education coach, grade and subject area teams.
• Network ASE, will facilitate PD activities for teacher of SWDs. These meetings will take place at Lab schools where monthly activities will include the development of reading and writing strategies in alignment with CCLS implications for student learning and grade level ELA curriculum.	The targeted groups are SWDs and ELLs	The start time is September 2014 the end time is June 2015	School District Representative Network ELL specialist, ESL and classroom teachers Network ASE and SE teachers
• Teacher programs are projected to include 2 periods per week of common planning time. In grade teams and with the RTI team, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.	The targeted groups are SWDs and ELLs	The start time is September 2014 the end time is June 2015	• Administrative observation, Network Educational Rounds, and SLT Educational Rounds will review delivery of multiple entry points of instruction for ELLs and

			SWDs in the general education classroom.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
2. Scheduled Planning time during the school day for common planning. Scheduled time once a week, during the school day, for Professional Learning Communities (PLCs) to master and apply the LSAW protocol. Professional books and Professional Development Funding.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: ○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ○ Specify a timeframe for mid-point progress monitoring activities.				
For grades Pre-K to 5 Benchmark Assessments through TCRWP- Running Records will give us mid point checks on student progress. The time frame will be from January 12, 2015- January 22, 2015				
Part 6b. Complete in **February 2015.**				
2. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
3. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		**HEDI Rating**
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. Developing

- We have in place Hi-5 Expectations in various aspects of school life. (Describe)
- We have Better Bucks Attendance Challenge.
- We have Better Bucks in the Cafeteria which can be used for purchases within the school store.
- We are developing a protocol for teacher distribution of Better Bucks.
- We have a Respect for All Team, Climate and Culture Team, BRT, Crisis Intervention Specialist, SBST, and Guidance Counselor.
- We have a ladder of referral for students in need of removal in place.
- We are constantly reviewing our School Mission Statement and making adjustments as we progress.
- We need funding in order to provide continual professional development in these concentrated areas.
- We need funding for Saturday Academy for At Risk Students
- We need funding for After School At Risk Students
- We need funding for Enrichment courses, for our students on Target, in order for them to exceed the target.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
• By June 2015, School leaders will use a coherent observation schedule that will be in place with Benchmark dates. The protocols will be aligned with the Danielson competencies. Defining a monthly observation schedule based on the findings of initial observations, student data, questioning, and the level of student artifacts.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• At P.S. 112 we provide a school Newsletter that highlights the Glows of our Staff. We celebrate their dedication, talent and expertise. • Our school leaders participate in frequent Professional Development workshops; focused on curriculum and the social emotional health of the students. • Our Professional Development Days allow for increased opportunities for Grade Leaders to Turnkey their Learning's from outside visits or workshops.	All staff members and all students	The start time is November 2014 and the end time is June 2015.	2. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers.
• We will increase training opportunities for our parent coordinator so that they may forge stronger relationships with parents and the school community	All staff members and all students	The start time is November 2014 and the end time is June 2015.	Network Special education coach, grade and subject area teams
• Administrative observation, Network Educational Rounds, and SLT Educational Rounds will review delivery of multiple entry points of instruction for ELLs and SWDs in the general education classroom.	All staff members and all students	The start time is November 2014 and the end time is June 2015.	3. Network ELL specialist, ESL and classroom teachers Network ASE and SE teachers
• Units of study that exhibit Understanding by Design (UBD) precepts • Improved performance of ELLs in ELA as evidenced by interim assessments. • Improved reading and writing instruction as per teacher	All staff members and all students	The start time is November 2014 and the end	

observation.		time is June 2015.	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
3. Scheduled Planning time during the school day for common planning. Scheduled time once a week, during the school day, for Professional Learning Communities (PLCs) to master and apply the LSAW protocol.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	**Tax Levy**	x	**Title I Basic**	x	**Title I 1003(a)**		**Title IIA**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
• Monthly workshops and assessment, November 2014 to June 2015				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**x**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6*: *Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		**HEDI Rating**
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. Developing

We need funding in order to provide continual professional development in these concentrated areas for all stakeholders.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 NYCDOE School Survey Report, parental response rate will increase 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be*	**Timeline** *What is the start and*	**Key Personnel** *Who is responsible for implementing*

○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust	*targeted?*	*end date?*	*and overseeing the activity/strategy?*
• Family outreach plan will encompass intensive strategic planning sessions • New Parent Orientation/Family Night/ Open House for Parents • Parent Workshops in line with CCLS/SWD/ELLs • Ongoing communication through written notices and instant messenger Student recognition events	Our targeted group is our Parents.	1. August-June, ongoing	Principal, assistant principal, parent coordinator, parent association, and selected teachers
• Attendance at Parent Orientation/Family Night/ Open House for Parents • Parental attendance at parent offerings • Parental attendance at Student recognition events	Our targeted group is our Parents.	2. Fall, Spring	Principal, assistant principal, parent coordinator, teachers
• Attendance at Parent Orientation/Family Night/ Open House for Parents • Parental attendance at parent offerings Parental attendance at Student recognition events	Our targeted group is our Parents.	Day time workshops, breakfasts, evening events Ongoing, September 2014-June 2015	Parent coordinator Principal, assistant principal, parent coordinator, selected teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers 2. Staff attendance in alignment with Danielson Domain 4 at New Parent Orientation/ Family Night/Open House for Parents 3. Parent Coordinator's planning and hosting of parent offerings Staff attendance at Student recognition events

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2. Specify a timeframe for mid-point progress monitoring activities.				
3. Day time monthly workshops, breakfasts evening events ongoing, September 2014-June 2015.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	○ Students in Grades K – 2 who are considered at-risk for not meeting State standards as determined by their performance on TCRWP and the NYC Performance Assessment, or other identified assessments, or who have been identified as potential holdovers. ○ Students in Grades 3 – 5 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), assessments.	Sound Reading Waterford	Small Group Instruction	Before and Afterschool
Mathematics	○ Students in Grades K – 2 who are considered at-risk for not meeting State standards as determined by their performance on the baseline assessment from Go Math! or other identified assessments, or who have been identified as potential holdovers. Students in Grades 3 – 5 who are performing at Level 1 or Level 2 on New York State Mathematics, assessments	Metamorphosis	Small Group Instruction	Before and Afterschool
Science	NYC Performance Assessment in Science Grade 4 or identified assessments, or who have been identified as potential holdovers.	Kaplan Science Test Prep	Small Group Instruction	Before and Afterschool
Social Studies	Identified assessments, or who have been identified as potential holdovers.	Harcourt	Small Group Instruction	Before and Afterschool

At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Individual and small group counseling as needed before and during school hours	Voyager	Individual and Small Group Instruction	Pull out services during the day

Section 7: Title I Program Information

Directions:

6. All schools must indicate their Title I status in Part 1
7. All elements of the *All Title I Schools* section must be completed in Part 2
8. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
9. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
10. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
11. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Teachers are receiving quality professional development in our new curriculum for Writing. Those classes that are progressing have become our Labs. We are building capacity by having our lead teachers' turnkey and facilitate some professional development. Teachers are attending Teachers College for independent reading and writing. On site Professional Development in Metamorphosis is provided to teachers in grades 2-5.

2b. 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).
Monthly training sessions for all staff members in TCRWP, Reading, and in their areas of specialty. School Inter-visitations and Administrative Lab site visits are also on going.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).
Our transitional plans include Orientation to Kindergarten for our parents; PC/PA outreach; Turning fives information is disseminated; Staff share the records/information; Related services; parent workshops; and the Moving Up Ceremony. Community child care centers collaborate through inter-visitations and open house to ease the transition to Elementary School.

4b. 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.
Professional Development Team work in concert with the MOSL Team, they use and propose various assessments. The information on the assessments is shared during PLC meetings. Data conferences also take place during Professional Development days. Examples of our assessments are: TCRWP; TC Rubrics; Baseline Assessments from ReadyGen; On Demand Writing; Running Records; SuccessMaker for Reading and Math; and Go Math! Assessments.

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 codes[1]. 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	X $97,659	X	Pages 24-28
Title II, Part A	Federal	X $104,252	X	Pages 13-28
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X $2,038,386		Pages 13-24

[1]Explanation/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:

4. 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.
5. 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.

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

6. **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).
7. **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.
8. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
9. **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.
10. **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.
11. **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:

12. **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.

13. **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.
14. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
15. **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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

PS 112 x agrees to implement the following statutory requirements:

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

the Parental Information and Resource Center in the State.

13. PS 112x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
School actively involves parents in teaching and learning as members of School Leadership Team, as resources in the school and as tutors in school programs. Through a newsletter printed in English and Spanish as well as a bilingual telephone message service and hotline parents can find out about current events at the school. To help families deal with the many external pressures that have an impact on school achievement the school offers the assistance of our bilingual parent coordinator, bilingual family worker, health intern, guidance counselor and SBST all of whom can provide support and referrals to community-based organizations.

14. PS 112x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: learning walks, Quality Review, collaboration and consultation of the CEP, PTA/principal meetings, human resources committee, and development of parent/community workshops,

15. PS 112xwill provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
Open House
Pre- K Parent Meetings
Hispanic Heritage
Getting Your Child Ready for the ELA
Autism Workshops
Holiday Concert
Family Night
Talent Showcase
Informational Meetings
Parent Book Club
Intervention Fair
Reading Workshop (Pre-K. K and 1st grade)
Children's Health Issues
Breast Cancer Awareness
National Volunteer Week
Open Mike Night/ Poetry Slam
Family Mall Activities

16. PS 112x will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Ready Gen, Letter People, Fletchers' Place, and State-operated preschool programs], by: (List activities.)

17. PS 112x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The PA will develop and circulate a Parent Needs Survey in English and Spanish. They will collect, evaluate and prioritize the community's needs. This information will be reported to the full School Leadership Team at a meeting prior to the writing of the S-CEP F. A sub-committee of parents and teachers will be formed to write that section of the S-CEP F. An action plan will be developed for its implementation. (List actions, such as

describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

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

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

    b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
        - providing parent workshops: computer technology, test taking strategies and techniques
        - TCRWP Benchmark Assessments
        - Parent Tutoring Program
        - Book Club
        - Parent Coordinator and Family Worker outreach
        - Family Mall
        - ARIS Parent Link

    c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
        - continuing Family Nights
        - International Luncheons
        - Family Mall
        - Oral History Project
        - Senior citizen outreach
        - School Leadership Team and sub-committees

    d. The school will, to the extent feasible and appropriate, coordinate and integrate parental

involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: the use of

- Go Math!
- Family letters
- Family Mall
- Parent Volunteers
- Family Worker

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

SCHOOL-PARENT COMPACT

PS 112X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015. The school-parent compact will be distributed to parents during parent-teacher conferences in November 2014. An annual review of the school-parent compact will be conducted on May 10, 2015.

<u>School Responsibilities</u>

P.S. 112 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as

follows:
   - Participate in all regional educational initiatives
   - Adhere to the Common Core Learning Standards (CCLS)
   - Incorporate Principles of Learning and POEM into all lessons
   - Differentiate instruction to meet the needs of all students
   - Mainstream students wherever possible
2. Hold parent-teacher conferences twice yearly during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: phone conferencing, on-going parent/teacher conferencing, issuance of the students' report cards (3 times yearly, on-going access to the Princeton Review assessment results..]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents are invited to meet with staff during parent/ teacher conferences and during any scheduled appointment time throughout the year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during class trips and class projects, assembly programs , Open School Week
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

<u>Parent Responsibilities</u>

We, as parents, will support our children's learning in the following ways:
- Encouraging positive attitudes toward school.
- Monitoring attendance.
- Making sure that homework is completed
- Providing a quiet place to do homework.
- Monitoring amount of television our children watch.
- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

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

SIGNATURES:

_____	_____	_____
SCHOOL	**PARENT(S)**	**STUDENT(S)**
_____	_____	_____
DATE	**DATE**	**DATE**

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 11	Borough Bronx	School Number 112
School Name The Bronxwood School		

B. Language Allocation Policy Team Composition ⓘ

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

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	457	Total number of ELLs	24	ELLs as share of total student population (%)	5.25%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Discrete ESL class	0	0	0	1	2	2								5
Total	1	1	1	2	3	3	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	20	1	1	2	0	2	2	0	0	24

	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	20	1	1	2	0	2	2	0	0	24
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	2	4	3	4	3	0	0	0	0	0	0	0	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	2	4	3	4	3	0	0	0	0	0	0	0	24

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	1	1	1	1								4
Intermediate(I)	1	1	0	2	2	0								6
Advanced (A)	7	1	3	0	1	2								14
Total	8	2	4	3	4	3	0	0	0	0	0	0	0	24

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	3				3
5	2				2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

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

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

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

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

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

1.

At P.S.112, the assessment tools used to assess the early literacy skills of our Ells, include, the Ready Gen ELA program and GO Math!, which are both new to P.S.112 this year. Also, we have Successmaker, Waterford, and, of course the NYSESLAT/ESL exam in the spring, with the growth model used as our M.O.S.L., for the 2013-2014 school year.
Ready GEN tracks students and lets teachers see, in a certain amount of time, any gains or lack thereof, using graphs, for example. It has text-based approaches to comprehension, based on the common core learning standards. The instructional practices are designed to guide our students to more effective use of close reading of texts, which is to lead to a deeper understanding of text meaning, author's intent, perspective and related comprehension goals. All are used to scaffold instruction for our Ells. The rich selection of literature combines with a strong foundation of knowledge in a wide range of subject areas to make the program stand out for all. It uses rich knowledge about words from the digital-global age to ensure that students attain vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program, provide systems for understanding both how words work in complex texts; and which of the words in these complex texts unlock the knowledge of critical content domains.
Go Math! is a digital path via which the teacher plans, engages, teaches, and assesses. It provides the opportunity for lifelong learning skills for students in the 21st century by developing information and communication skills; higher order thinking skills; problem-solving skills; independent learners; and real-world connections.

The data provides the following insights about our Ells: Ells at the beginning level of English are oftentimes deficient or high risk, in the Kindergarten to Grade 2, in the areas of Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension. Those at the intermediate level of English are at the emerging stage of Phoneme Segmentation Fluency and Initial Sound Fluency, the high risk stage of Oral Reading Fluency, but the low risk stage of Letter Naming Fluency and Nonsense Word Fluency. Those at the advanced level are at the low risk stage for Letter Naming Fluency and Nonsense Word Fluency and the emerging stage for Phoneme Segmentation Fluency.
For Grades 3 - 5, Scantron test results indicate Ells at the Beginning and Intermediate levels, having Reading Scaled Scores ranging from 1555 to 1650; and those at the advanced level have Reading Scaled Scores ranging from 2042 to 2318; and, Math Scaled Scores ranging from 1797 to 2202 for those at the beginning and intermediate levels; and, from 1921 to 2069 for those at the advanced level.
In Science, our Ells had excellent results, with 1 testing at a Level 4 in the English version; 7 at a Level 3 in the English version and 1 at a Level 3 in the Spanish version; 0 at a Level 2 and a Level 1 in either language.
In the LAB-R exam 1 student is at the beginning level in Grades 4 and 5 in all 4 modalities: Listening, Speaking, Reading and Writing.

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

Grade 1 Ells have no students at the beginning level, 1 at the intermediate level, 1 at the advanced level, in Listening and Speaking; and, in Reading and Writing, 1 Ell is at the beginning level, 1 Ell is at the advanced level.
In Grade 2, for Listening and Speaking, there is 1 student at the beginning level and 3 at the advanced level. For Reading and Writing, Grade 2 Ells have 1 student at the beginning level, 3 students at the advanced level.
In Grade 3, for Listening and Speaking, there is 1 student at the beginning, 2 at the intermediate level. For Reading and Writing, 1 at the beginning level, 2 are at the intermediate level.
In Grade 4, for Listening and Speaking, 1 Ell is at the beginning level, 2 Ells are at the intermediate level, 1Ell is at the advanced level. For Reading and Writing, 1 Ell is at the beginning level, 2 Ells at the intermediate level, 1 is at the advanced level.
In Grade 5, for Listening and Speaking, there is 1 Ell at the beginning, none at the intermediate and 2 at the advanced level. For Reading and Writing, 1 is at the beginning level, none is at the intermediate level and, 2 are at the advanced level.

This data will help to inform the school's instructional plan as it is seen from the above that Ells at the beginning level of English need more assistance in all 4 modalities; those at the intermediate level need more assistance in Listening, Reading and Writing; and those Ells at the advanced level, need much assistance with Reading and Writing skills.
In Science, all Ells are at the emerging stage and more content area work in Science will continue to be provided.
In Math, Ells are mainly in the low risk category, with most needing further assistance in Algebra and Geometry.

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

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

Out of 14 newly-arrived Kindergarten students tested in September 2013 in the LAB-R at P.S.112, 7 of them are eligible for E.S.L. and were placed in the following levels of English: 0 at the beginning level, 1 student at the intermediate level and 6 at the advanced level. In Grade 2, there is 1 student who, after having been administered the LAB-R, got placed at the beginning level as he has zero English. A Grade 3 student who also has zero English was placed at the beginning level after taking the LAB-R. In Grade 5, another student with zero English, was placed in the beginning level of English, after having been given the LAB-R.
So, as a result of the administration of the LAB-R this year at P.S.112, it has been noted that 3 students in the school have zero English and need the highest level of intense instruction to assist them in showing growth on the next E.S.L. exam, that in the spring of 2014, the NYSESLAT; that 2 out of the 3 will need to take the Math exam in Spanish and need support in that regard.
Also, the one student at the intermediate level will require more vocabulary and support in listening, reading and writing.
All 6 at the Ells at the advanced level are in Kindergarten and will require more support, mainly in reading and writing skills.

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

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

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

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions as teachers are told to provide grade and age level appropriate instruction in the content area subjects in English, supported by English as a second language methodologies, employed in a systematic and structured way and designed to develop cognitive skills of Ells.
7. For dual language programs, answer the following:
    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?

P.S.112, due to parent choice, does not have a dual language program at this time, for the 2013-2014 school year.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for Ells is evaluated not only by the results of the NYSESLAT, ELA, Math and Science exams results, but also by the willingness of Ells to participate in the their regular classrooms to speak their second language and to participate in all classroom discussions, in English. This informal classroom observation is just as important to the success of our Ells, as is receiving a 3 or a 4 on a standardized test. It is their comfort level gained in speaking English, which goes a long way in overall academic results.

Ells improved in the NYSESLAT in the last administration of it here, in the spring of 2013 as is seen thus:
Grade 1has one student who went from zero English in Fall 2012 to the advanced level in the spring of 2013 with just 2 points lacking for proficiency, so as he should tremendous growth, it is known that with just a little 'push', total proficiency will be achieved.
Another in Grade 1 went from beginning to Intermediate level and needs to be assisted with reading and writing more.
Grade 2 students showed tremendous growth in the spring 2013 NYSESLAT with 3 going from intermediate to advanced level just on the border of being proficient.
In Grade 3, one Special Ed Ell went from beginning to intermediate, despite a severe learning disability and shows promise in listening and speaking in particular. One who had zero English in the fall of 2011, is at the intermediate/bordering advanced level of English and needs more vocabulary and reading and writing practice.
Grade 4 which has 1 student who is at the beginning level, showed growth in points from zero English in December 2012, when she took the LAB-R to an advanced beginner in the NYSELSAT a few months after in the spring of 2013. Another had zero English in the fall of 2012, is now at the intermediate level. Another, in Special Education, who gained 5 points in areas. One is now proficient in English from being at the advanced level and is being closely monitored to ensure continued success; and one, a holdover, is at the borderline of advanced and proficiency levels.
In Grade 5, one of our students out of 4 achieved proficiency; one is at zero level of English and is given intense instruction; and 2 achieved some growth and are now at the advanced level.

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.)
Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
Paste response to question here:

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
   Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

(Questions 1 - 6):
1. Ell Identification Process

English Language Learners (Ells) are identified in our school thus:
When parents come to P.S. 112 to register their children, they are given a packet which includes the H.L.I.S. (Home Language Identification Survey). After the H.L.I.S. is filled out by the parent, the experienced, licensed, bilingual pupil accounting secretary and the licensed, tenured, multilingual E.S.L. teacher, screen the students, (as the H.L.I.S is for and about the student, not the parent). The teacher examines the H.L.I.S. to determine if the student should be administered the LAB-R (Language Assessment Battery-Revised). If only English is checked off and there is doubt on the part of the E.S.L. teacher, especially in a case where both parents were born in a country where the first language is not English and they, the parents cannot communicate with school personnel in English; then, an informal interview in English and the native language is conducted to determine the language proficiency of the student, in the initial assessment stage. If the E.S.L. teacher makes the determination that the LAB-R is to be administered, (this which is done only once in the student's educational career); then, the student gets the LAB-R within the first ten (10) days upon entry to the school. If the score is at, or below, the applicable 'cut-off' score as determined by one's grade, then the student is placed at the Beginning, Intermediate or Advanced level of English, according to the score and is thereafter administered the Spanish Lab (where applicable).
The Language Assessment Battery (short form) in Spanish, is administered once in the child's academic career, to determine his/her level of Spanish. For students in Grades Kindergarten to 2, a Speaking and Listening Comprehension test is administered. Students are asked to to point to items and/or answer questions based on a picture of a classroom. In addition, students in Grades 1 and 2 are given pictures and words or sentences to match to check their ability to read in Spanish. Students who are being assessed in Grades 3 to 5, here at P.S. 112, on the Spanish L.A.B., are given the short form as well, but are only assessed in Listening Comprehension and Writing.
When all grades are examined, the raw scores are matched to a percentage and a determination as to the strength of the child's first language, Spanish, versus the second language, English, is made. Spanish L.A.B. scores are NOT used to determine entitlement under CR Part 154.

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

Throughout the school year, Ells are prepared by the E.S.L. teacher as well as by their regular classroom teachers and support personnel, for the exit exam for the program, the NYSESLAT (New York State English as a Second Language Achievement Test), which takes place in the spring of the school year. The ATS (Automate the Schools) system is checked for NYSESLAT eligibility, using the RLER (Revised LAB /NYSESLAT eligibility roster). The NYSESLAT was developed by the New York State Education Department to measure the progress of English language skills in listening, speaking, reading and writing and determine proficiency levels (beginning, intermediate and advanced). Understanding NYSESLAT scores helps administrators and educators maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ELL services. However, they also help educators determine ELLs' English language proficiency levels, allowing them to place ELLs in programs that best fit their needs; plan strategic homogeneous linguistic groupings; determine how much instructional time should be spent in the native language and English (as part of the city L.A.P.); and, determine the most suitable amounts of English as a Second Language and English Language Arts (ELA) instructional time. Classroom teachers are given books, professional development and supporting documentation, to assist in ensuring that our Ells are prepared for this exam. A team of support staff assists the E.S.L. teacher in the administration, scoring and packaging of the exam and ensures that each child during the administration, receives

individual attention. IEP mandates are executed for our special population of Ells, throughout the administration of the NYSESLAT. All four components: speaking, listening, reading and writing, must be administered to ALL Ells by our team in the school. The speaking exam, administered individually is first; and each child is given the time allotted to answer questions set by the New York State Education Department, while looking at a test booklet entitled "Speaking". The scores are hand-written on a temporary sheet given to the school in our Administrator's Manual and thereafter transcribed onto the back of the Writing/Speaking grid which is submitted for formal scoring to the Pearson/the Department of Education. The listening and reading sections are administered in small groups, with a CD player used to administer the pre-recorded questions to the students.
The writing which includes grammar, phonics, and free-writing sections, is the last area to be administered and submitted.

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

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

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

Historically and in the current academic year as well, 99% of parents of newly-enrolled Ells, have chosen the Freestanding E.S.L. program at the school; 0.5% have chosen the Transitional Bilingual program and 0.5% have chosen the Dual Language program. Interestingly though, after the initial selections are made by the 1% minority, they thereafter opt for the Freestanding E.S.L. program at the school.
To this end, P.S. 112's Freestanding E.S.L. program has always been in line with the choices made by the parents.
The students are given, for the Beginning and Intermediate levels of English, 360 minutes of intensive instruction in English; and, for those at the Advanced level, 180 minutes of intensive instruction in English by a trained and licensed E.S.L. instructor; (with 180 minutes of instruction in ELA, by their classroom teachers).

2. After students are identified as Ells, their parents are informed immediately via telephone calls and by mail, about the three second language programs available throughout the city: Transitional Bilingual, Dual Language and Freestanding E.S.L. They are

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

3. P.S.112 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned every year. When Ells are identified for the first time through the LAB-R exam; or, as continuing Ells as a result of the NYSESLAT exam taken in the spring of the previous school year, their parents are contacted by phone and in writing by the E.S.L. teacher; and, while communicating with them in their home language, parents are informed about the school's parent orientation meeting and told to expect to receive via their child and/or mail, the entitlement letters, continued entitlement letters or transitional ones. If the parent is unable to attend the orientation meeting, then another appointment is set up to allow for the viewing of the Chancellor's DVD, the detailled explanation of the three (3) second language programs offered throughout the city; and for filling out the survey and program selection forms.
If a parent does not return the form, then the school sends out other copies by mail, with a personalized cover letter from the principal attached; and the letter is sent registered, with return receipts. They are also called again; and, the parent coordinator, classroom teachers and all other members of staff who service the particular child are asked to inform the parent as to the importance of the document and its immediate return. If all of the above fails, then the principal sends out a letter inviting the parent to come in to meet with her on an agreed-upon date and time, to discuss the matter.
Entitlement letter records are carefully maintained in binders in the E.S.L. room and the office. Individual sheet protectors with signed entitlement letters attached to signed, completely/correctly filled out H.L.I.S., are assigned to all 30 ELLs. The binder is updated yearly to show newly-entitled versus continued entitlement or non-entitlement, based upon test results.

4. The criteria used and the procedures followed at P.S.112 to place identified ELL students in bilingual or ESL instructional programs are…
When the H.L.I.S. is examined and found to have a second language checked off for at least one question in numbers 1-4 and 2 in numbers 5-8, the child is tested with the LAB-R, despite the time of year of entry into the school system and within 10 days of such entry. If the child test at or below the cut-off score, then the child' parents are given verbal and writtten notification of eligibility for, and, details of all 3 second language programs offered in the city: Freestanding E.S.L., Transitional Bilingual Education or Dual Language program. Communication is done in the parent's language, by phone, mail, through the child and community groups and centers with which the parent may be associated; and, if by chance school personnel is not skilled for the appropriate interpretation needs, then contact is made with the central office's translation and interpretation unit for assistance.

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

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

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

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

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])?

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

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

    Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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

Paste response to question here:

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

(Questions 1-8):

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

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

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

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

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

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

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

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

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

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

In Kindergarten, our only Ell, with absolutely no English at all and is therefore at the the pre-production or, beginning proficiency level of English, is placed with all 4 beginning proficiency level students in Grade 1 and on a weekly basis, all of them receive 360

minutes total of E.S.L. instruction, on Mondays, Tuesdays, Wednesdays and Thursdays. In Grade 2, our 2 Ells are at the advanced proficiency or intermediate fluency level of English; and receive, at the same time as our 2 Grade 3 advanced level Ells, 180 minutes of E.S.L. instruction on Tuesdays and Thursdays, as well as 180 minutes of ELA from their classroom teachers. In Grade 3, our 4 Ells at the beginning and intermediate levels receive 360 minutes of E.S.L. instruction on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. In Grade 4, our 2 Ells at the beginning and intermediate levels, receive 360 minutes of E.S.L. instruction along with our 3 Grade 5 Ells who are also at the beginning at intermediate levels, on Mondays, Tuesdays and Fridays; and, our 3 Ells at the advanced level, along with the 5 Ells in Grade 5 at the advanced level, receive 180 minutes of E.S.L. instruction on Wednesdays and Thursdays as well as 180 minutes of ELA instruction from their classroom teachers.

In P.S.112's E.S.L program , taught solely in English, all content areas are addressed in detail to continuously enrich language development, from Kindergarten all through to Grade 5, to all levels of language proficiency, for all General and Special Ed. Ells. Ells are thoroughly immersed in Science, Social Studies and Mathematics, during the day and as an extension, in the year-long after-school enrichment E.S.L. programs. Students are given vocabulary- and grammar-enriched activities to enhance their linguistic and academic capabilities, so that they may become proficient in the English language, while assisting them in preparing for all city and state tests, with the goal of meeting and exceeding state and schoolwide standards.
In Science, all Ells partake in experiments from Kindergarten straight through to Grade 5 - from the planting of seeds and watching caterpillars change into butterflies in Kindergarten, to the exploration of space through in-house visits and web conferences with NASA personnel in Grade 5. The use of the smartboard in the E.S.L. classroom while online to websites such as national geographic.com and fossweb.com, among others, captivates the interest of the Ells in such a fascinating way that is second to none.

In E.S.L. at P.S.112, the only second language instructional model here, the content area, whether it is Science, Social Studies, Math…whatever the area, it is delivered in the English language. The exception, where Math is delivered in Spanish to students in Grades 3 to 5, by the E.S.L. teacher, is when the student has zero English in Math and/or is eligible to take the city/state exams in Spanish. This is delivered in both the (Discrete) E.S.L. push-in model and a small group setting otherwise.
In all of the content areas, native language support is critical to ensure success as the student not only sees that his/her maternal language is supported and cherished, but that it can cause substantial growth, as they are driven towards meeting the high demands of the Common Core Learning Standards.

In Social Studies, the ten thematic standards are employed in the curriculum: Culture; Time, Continuity and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups and Institutions; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society; Global Connections; and, Civic Ideals and Practices. Ells are exposed in all grades to these themes, using various books (some on CD/DVD), different genres and taken on several field trips throughout the year to experience American Society first-hand and to bring back into the classroom the (prior) knowledge crucial to a sound socio-linguistic base, leading to stronger academic accomplishments.
In Mathematics, all 30 Ells here at P.S.112 use the Everyday Math program from Kindergarten to Grade 5. Key concepts and skills are linked to specific grade level goals. Ongoing learning and practice is seen through the differentiation options of readiness, enrichment and extra practice, which emphasize the connection between the different parts of each lesson. Math Boxes and Home/Study Links are included in every lesson. They are given their own bags of shapes, counters, cubes and other manipulatives to experiment with here and continue the learning at home, with their families. Workshops are even given at the school using realia: supermarket flyers and (play) money (as is used in the classrooms), for example, to role play scenes in the supermarket/stores. Students work with their moms and dads to understand that everything is Math – even cutting up their 'treat' of a pizza pie at the end of a class/workshop into 8 slices while learning about fractions and percentages, enhance their linguistic and academic knowledge of Math. The multiplication and addition raps, recorded on tape, as well as flashcards; gigantic graph papers and posters which tell about Math symbols, measurements and terminologies in Math, in English and Spanish are prominently posted in the classrooms, for their daily references. Bilingual glossaries (in all content areas) and dictionaries are used in all classrooms; and all Ells, from Kindergarten to Grade 5, are given Math books and Math dictionaries in Spanish, (equivalent to what is being used in their classrooms). Additionally, websites such as dictionary.com and thesaurus.com, not only help with Math, but all content areas, providing not only meanings and sample sentences for the word/term being researched, but also the MUCH NEEDED…pronunciation…of all words and expressions in all content areas – something that is a hindrance for all Ells who want linguistic independence in their second language, English.

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

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

Our 1 Ell who is in the category of S.I.F.E. - Students with Interrupted Formal Education, have an instructional plan which includes additional intensive English instruction and S.E.S. services/at-home private tutoring.
This student in Grade 4 is given one-on-one assistance by the literacy coach and are placed in special reading groups for in-depth literary explorations.

The plan for our 15 newcomer Ells, or those in the system for less than three years, include offering any and all extended-day programs including intensive E.S.L. specialized programs, and all SES offerings that are available, including homework help. The E.S.L., Literacy coach and the SETSS teacher offer services to these students. The students are given individual instruction 5 days per week for 45 minutes each by the Literacy coach and SETSS teacher; and 180 minutes or 360 minutes per week of instruction is given by the E.S.L. teacher according to the student's level of proficiency in English.
Assessment monitors, including periodic and interim assessments of each student will help us track the progress or lack thereof, of our newcomer LEP students. Continuous evaluations and investigations of relevant data/information on each student will help to drive instruction.

For the 4 Ells at P.S.112 receiving 4 to 6 years of service of E.S.L., a very intensive reading and writing program, these which are their major areas of need, will be in the plans.
The 4 LEP students who have not met the performance standard in reading, will be given individual instruction by the Literacy coach once per day for 45 minutes each day, in addition to the instruction provided by the E.S.L. and classroom teachers. All will ensure that the 4 LEP students in this category, will read a varied number of books in different subjects with varied themes. More books will be made available to be taken home. Books on CDs and those made into DVDs (movies), will also be made available for them. Take-home CD and cassette players, with headsets to encourage concentration, are also available for our Ells to continue reading and building their vocabulary and reading comprehension base while not in school. Websites including local libraries', Scholastic's, National Geographic's and others, whose primary goal is to promote reading and/or books, will be used during school and a list given to students and their parents to ensure continuity in the home. Library membership of these Ells and their families will be encouraged - for them to borrow more books, take advantage of author visits to communities, family literacy workshops (also offered at P.S.112) and book-share groups in the community.
Furthermore, the Benchmark Education Literacy program, which incorporates all the developmental categories of reading, all which are pertinent to linguistic and academic achievement in E.S.L., is fundamental to our E.S.L./reading program as it focuses not only on the Ells at the pre- and early-production levels of English, but also on those Ells who are in the other categories with fluency/advanced fluency in the language. The Benchmark program not only supports differentiated instruction with its pocket chart cards, highlighting high frequency words, but also is an assessment and instruction resource which supports all tiers of the Response to Intervention.

As the state has embarked fully on its R.T.I. initiative, teachers of all Ells will be given thorough and practical training in the full implementation of R.T.I. at P.S.112, noting the three-tier model for Ells. In accordance with Scholalstic's newly-acquired "Text Talk" for 'Robust Vocabulary Instruction', we will continue to promote vocabulary and comprehension development, incorporating technology, thus increasing their word power and therefore their reading skills.
For the 2013-2014 school year, all classes will be using the Reader's Theater program, for the appropriate grade level. The Reader's Theater is a performance genre –it is a type of reading material meant to be performed. Moreover, because the focus of the practice is to convey a meaningful interpretation of the text to an audience, reader's theater is also a natural vehicle for developing reading comprehension. Reader's theater is 1 of the best and most authentic ways to engage students enthusiastically in repeated reading to build reading fluency and improve overall reading performance.
Each player's part is color-coded. There are CDs which have the stories, for the listening comprehension component, based on the books in each unit with 6 student copies (minimum) per kit. The books are content-based and feature children exploring, (for

example), Social Studies, in "Two Flat Friends Travel The World", with pictures and a glossary to enhance understanding. The Reader's Theater is excellent for Ells as students perform with their voices while others watch in excitement; and, they enjoy their growth as successful readers.
The use of transparencies for visuals also assist with comprehension. The program gives students of all levels the motivation to practice fluency. It is not only effective in developing reading fluency; it is also capable of transforming a class of Ells into eager readers.

Also used with our Ells, at P.S.112 is "Time for Kids – Exploring Nonfiction in Reading in the Content Areas" is a Teacher-Created program that helps students find, understand and organize information in the content areas. There is a technology connection which uses a computer word-processing program, which displays information for the students' use. There is a Home-School connection component which asks students to do projects with family members, such as locating an article on the internet, in a magazine, newspaper or book and find and list interesting facts, based on the topic of interest.
Additionally, the Into English E.S.L. program which is thematic and/or content-based, with literature for any language level is integrated and communication-based. It is connected to Grade-Level content with multilevel strategies to include all students, it is multicultural; has a wide array of materials for hands-on interactive learning; it has a simple, effective, teaching plan with authentic assessment to organize, manage and monitor; it is designed to build academic language proficiency; and, gives access to the core curriculum with all pertinent standards included.

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

At P.S.112, several tools for writing using our writing initiative will address LEP students who have not met the performance standard in writing. The accessibility to, and use of, different sizes and types of paper, flash cards and colorful post-its, notepads and other writing tools encourage one's willingness to write.
The more one writes, the better one writes; so, increased and varied opportunities for writing will be pertinent to the accomplishment of this goal. Penpal writing with Ells from a neighboring school via monitored e-mail or regular mail; purposeful note-writing to parents, teachers and to each other in class, will continue to be encouraged.

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

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

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

Continous and daily use of varied instructional strategies and grade-level materials are used by all teachers of Ell-SWDs here at P.S.112; and they do provide access to academic content areas and accelerate English language development.
The 'Soar to Success' program, the 'Instant Learning Center' program, 'High Frequency Word Book' by Benchmark and the 'Into English' programs all provide opportunities for content area instruction on grade level, with different methodologies and techniques pertinent to the individual needs of our special ones. Ells identified at P.S.112 as having special needs, are given services as

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

In our Spanish club, students learn poems and songs in Spanish from different countries, which they analyze in detail. They make up trilingual signs and labels in English, Spanish and French for the E.SL. room and for around the school. In December of every year, the Spanish club makes the school's gigantic 'pinata' and takes it around the entire school, from Pre-K to Grade 5, to teach each class a little about the history of the pinata, and, to invite a representative from each class (a non-Hispanic child) to represent the class at the school's biggest party ever. A sense of pride is felt when they are able to share their culture and/or native (language) experiences with the rest of the school, in this regard.

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

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

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

(Questions 1-4):

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

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

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

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

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

D. Parental Involvement

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

(Questions 1-4):

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

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

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

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

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

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

At workshops, questionnaires are given and polls taken to ascertain parents' needs and/or suggestions on pertinent topics. The E.P.I.C. (Ell Parent Information Case), housed in the E.S.L. room or the Parent Coordinator's office, is used for further assistance in the needs of parents and to ensure ongoing parent-home communication.
However, as the best form of a needs-assessment based theme here, for our parents, is one-on-one communication, our staff constantly asks parents seen daily, how can we best help them and their families. What can we do to continue to improve home-school relationships?
It is known that for students to do well in life, ongoing parental involvement and home-school communication are paramount…

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: P.S.112		School DBN: 11X112	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
SUSAN BARNES	Principal		10/31/13
ADRIENNE ATKINSON-RATTRAY	Assistant Principal		10/31/13
GLENDA SIERRA	Parent Coordinator		10/31/13
SHARON BURTON	ESL Teacher		10/31/13
CEEVAH COLEMAN	Parent		10/31/13
STACIE HARRIS-CLEMENT	Teacher/Subject Area		10/31/13
LATOYA WALKER	Teacher/Subject Area		10/31/13
	Coach		10/31/13
	Coach		10/31/13
MADELON KENDRICKS	Guidance Counselor		10/31/13
	Network Leader		10/31/13
VALERIE RHODES	Other MATH TEACHER/RTI		10/31/13
FOSUA APPREY	Other PSYCHOLOGIST		10/31/13
CHARLES FLISSER	Other SETSS/IEP/UFT REP.		10/31/13
DEBRA AMODIO-HUNKER	Other TCHR/TESTING COORD.		10/31/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X112 **School Name:** The Bronxwood School

Cluster: 5 **Network:** 534

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

The written translation services the school will provide include putting the monthly parent newsletter in Spanish, the other major language of communication at P.S.112; writing flyers and notices in Spanish. (Continuing to) help parents who need letters / report cards from other countries of their children, to be translated in English.
The multi-lingual E.S.L. teacher, the bilingual parent coordinator and bilingual secretary will continue to provide these services to our school community. Where necessary, as in the case of bilingual special education psychologist, a written request is made prior to the pertinent evaluation to the C.S.E (Committee on Special Education) and the licensed evaluator comes to the school accordingly.

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

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

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

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