

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**30Q112**

**School Name:**

**P.S. 112 DUTCH KILLS**

**Principal:**

**RAFAEL CAMPOS-GATJENS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 112 Q School Number (DBN): 30Q112  
Grades Served: Pre-K, K, 1, 2, 3, 4, 5  
School Address: 25-05 37<sup>th</sup> Avenue, Long Island City  
Phone Number: 718-784-5250 Fax: 718-784-5681  
School Contact Person: Christine Britton Email Address: Cbritton2@schools.nyc.gov  
Principal: Rafael Campos-Gatjens  
UFT Chapter Leader: Kirsten Humphrey  
Parents' Association President: Ivon Villacis  
SLT Chairperson: Christopher Murray  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): n/a  
\_\_\_\_\_

**District Information**

District: 30 Superintendent: Philip Composto  
Superintendent's Office Address: 28-11 Queens Plaza North LIC, NY 11101  
Superintendent's Email Address: pcompos@schools.nyc.gov  
Phone Number: 718-391-8323 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: North Queens Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North LIC, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: \_\_\_\_\_

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Rafael Campos-Gatjens	*Principal or Designee	
Kirsten Humphrey	*UFT Chapter Leader or Designee	
Ivon Villacis	*PA/PTA President or Designated Co-President	
Terry Grech	DC 37 Representative (staff), if applicable	
Ivon Villacis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Christine Britton	Member/Assistant Principal	
Christopher Murray	Member/Teacher	
Tamanna Zaman	Member/ Parent	
Margie Quinones	Member/ Parent	
Valerie Sutton	Member/ Parent	
Filiberto Lopez	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Dutch Kills School, P.S. 112, is located in Long Island City, Queens, as a part of Community District 30. We have approximately 481 students from kindergarten through grade 5. We have recently expanded to service 5 pre-K classes. The school population comprises 22% Black, 46% Hispanic, 7% White, and 25% Asian students. The student body includes 22% English language learners and 20% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2013-2014 was 94%. Our diverse community ensures that we communicate with families in a variety of ways and multiple languages. High expectations and coherency are important factors in the motivation for student success—both academically and social-emotionally. As a school community, we reflect to see how shifts in our instruction, planning, communication, and interactions with students can push them to succeed, even with difficult tasks. We also have Operating Values that pertain to every member of the school community's professionalism, as well as the PBIS Matrix for behavioral expectations for students.

Rigorous Instruction always remains a top priority for our schools as we want to see our students achieve at high levels in order to be productive members of society. We have set standards for instruction, which serve as the guidelines for the expectations of what should be evident across classrooms. These can be found in the Instructional Handbook, which is developed collaboratively by administration and lead teachers. Some initiatives we have implemented include: close reading protocols of complex texts, revisiting independent reading and targeted small group work, sprints for math fluency, Exemplars for problem solving, and iReady assessments to evaluate students and have them practice online testing.

At P.S. 112, we have a shared commitment for all students to be able to read and analyze rigorous texts, which will transfer into reading, writing, math, and all content areas. In literacy, students will be able to comprehend complex fiction and nonfiction texts through close reading and respond to tasks with text-based evidence. Success will be measured by student responses on performance-based tasks. In math, students will have to read and comprehend multi-step problems and work to apply mathematics problem solving by demonstrating multiple representations and reasoning of math concepts. Student progress will be assessed by Exemplar Problems. Through a focus on reading and analyzing rigorous texts, students will develop the personal and academic behaviors for college and career readiness. To deepen our focus on instruction, we address the Collaborative Teachers aspect of the Framework by providing common preps for teachers to plan, grade level and ELL inquiry teams, PLCs based on teacher needs and wishes, and vertical Math and Literacy Teams to align instruction vertically.

We understand that a key component to student achievement is parental involvement, which is built through Strong Family and Community Ties. We engage parents in a variety of ways, including workshops, programs, family events, and celebrations of student achievements on an ongoing basis. Some examples of our ongoing events include: The Daddy and Me Program, Family Night, monthly assemblies to celebrate diversity and student achievement, and Open House Writing Celebrations. We have partnerships with the NYU Parent Corps, Learning Leaders, Cool Culture, and the Food Bank's CookShop Program to engage families in the development of the whole child.

### 30Q112 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	539	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		88.3%	% Attendance Rate	93.9%
% Free Lunch		69.9%	% Reduced Lunch	1.0%
% Limited English Proficient		20.2%	% Students with Disabilities	18.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.5%	% Black or African American	19.5%
% Hispanic or Latino		45.9%	% Asian or Native Hawaiian/Pacific Islander	25.6%
% White		6.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.7	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	8.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		18.1%	Mathematics Performance at levels 3 & 4	31.9%
Science Performance at levels 3 & 4 (4th Grade)		67.6%	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	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (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 – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

To address the area of Rigorous Instruction, we have noticed a need for the development of our students’ reading comprehension strategies. In the 2013-2014 and 2014-2015 school years, we have approximately 80% of students leaving the first grade reading on or above grade level benchmarks. Students tend to struggle as they shift from 'learning to read' and foundational skills to 'reading to learn' and comprehension skills. These are the necessary skills assessed on the NYS ELA Exam for students in grades 3-5 each spring. Below you will find the our most recent results for the NYS ELA Exam:

#### Grades 3-5 ELA Student Proficiency %

	2013	2014	2015
Grade 3	22.7	20.0	25.3
Grade 4	16.2	22.4	13.9
Grade 5	34.1	13.7	22.6
3-5 Average	24.3	18.7	20.6

#### All Grades ELA Student Proficiency %

	2013	2014	2015
Level 1	38.8	44.9	40.7
Level 2	36.3	36.6	38.8
Level 3 & 4	25.0	18.5	20.6

During observations of the writing workshop, students end up having an average of 9 minutes of independent reading time. This hinders their ability to build stamina, develop good reading habits, and practice reading skills at their independent level. Also, teachers were not finding the time to pull guided reading and strategy groups that addressed student needs at the instructional level. If we want students to be able to read rigorous texts, we must first instruct them to master skills at the level they are on so that this may develop, thus having a positive impact on NYS ELA Exam scores. These data sources, as well as the Fountas and Pinnell levels of every student, serve as our needs assessment.

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% students in grades 2-5 will increase from a performance level 2 to a level 3 (based on the Teachers College Reading and Writing Project Benchmarks) as measured by the Fountas and Pinnell Benchmark Level Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will have ongoing professional development focusing on: guided reading instruction, the modeling of reading within a workshop, and planning reading instruction in the areas of Read Aloud and Reader's Workshop.</p>	<p>Classroom Teachers</p>	<p>September 2015 – May 2016</p>	<p>APs, ESL Coordinator</p>
<p>The Flow of the Day in the Instructional Handbook will adjust the time allocations for independent reading/small group work, as well as the expectation of meeting with each student 3x over the course of 2 weeks.</p>	<p>All Students</p>	<p>September 2015- May 2016</p>	<p>Classroom Teachers, APs</p>
<p>Teachers will have at least one observation in the area of reading during the 10 weeks of the school year in order to check-in on instructional practices, as well as provide an opportunity for feedback, questions, and concerns for further individual development.</p>	<p>Classroom Teachers</p>	<p>September 2015 – May 2016</p>	<p>Administration</p>
<p>Teachers have common planning time during 3 common preps in which they may develop coherent instruction and plan for differentiation strategies to meet their individual student needs.</p>	<p>Classroom Teachers</p>	<p>September 2015 -- May 2016</p>	<p>APs</p>
<p>Teachers will be a part of grade level Professional Learning Communities, facilitated by the APs. On these Mondays, teachers will analyze Fountas and Pinnell data, share their conference notes, and plan for guided reading/strategy groups by utilizing the The Continuum for Literacy Learning. This resource and planning time will support teachers by having them plan skills and strategies based on where students are in order to move student reading levels. It will also serve as a way</p>	<p>Classroom Teachers</p>	<p>October 2015 – May 2016</p>	<p>APs</p>

to monitor small group work, differentiation, and support continuous data analysis by immediate supervisors.			
All Inquiry Teams will have two out of three cycles of work focused on literacy. Teachers in grades 2-5 will analyze the NYS ELA Assessment data to target instruction, while reporting back to the team about targeted students based on subgroups from this data as well as Fountas and Pinnell. An ELL Team will be comprised of ELL teachers in testing grades in order to focus inquiry through the lens of the English Language. These teams will be lead by the APs and ELL Coordinator, with addition support from Cabinet Members.	Classroom Teachers, targeted students	October 2015 -- May 2016	APs, ELL Coordinator, Instructional Cabinet Team Members
Out of classroom personnel will address areas of need with students in the area of reading comprehension with small group instruction. They will also support teachers with strategies to address ESL students and SWDs with professional development sessions focused on differentiation strategies.	Classroom Teachers	October 2015 – May 2016	ESL Coordinator & IEP Teacher
To engage families, workshops will be conducted to help parents understand the Reading Benchmarks (reading levels), Common Core Learning Standards, NYS Assessments, and how to help their child at home.	Parents	September 2015 -- May 2016	Parent Coordinator

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
To fully implement this action plan, we will fully utilize our resources. The APs will serve as instructional leaders by facilitating the professional development of teachers, as well as reviewing data and working alongside teachers during common preps, PLC Mondays, and Inquiry Team Tuesdays. The ELL Coordinator and Math Coach will also work with teachers to develop strategic small group work lesson plans to target the specific needs of students. The IEP Teacher and former Special Education Teacher (retired, now serving as per diem), will be used to develop differentiation strategies for classroom instruction. We will utilize the Fountas and Pinnell Reading Benchmark Assessments, as well as their resources that correlate to the reading levels. Schedule adjustments include: common preps, cycles for data assessment and planning on Monday's PLC time and Tuesday's Inquiry time, after school Literacy Team (vertical), and additional school days for teachers to attend applicable professional development opportunities.											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
During the school year, we will monitor the progress of students' reading levels in a variety of ways. We will administer the Fountas and Pinnell Reading Assessment multiple times throughout the year: October (baseline), December (informal), February, April (informal), and June (endline). As teachers also meet with students on a regular basis, they will conduct running records on students who have shown progress within their small groups. These reading levels are measured against the Teachers College Reading Level Benchmarks.

In addition, teachers will meet with their supervising AP on a monthly schedule during PLC Mondays in order to share their data (conference notes, running records, assessments, etc.) of all students and strategize to support student growth. This cycle of monitoring small group instruction alongside student progress will become part of the school culture.

Finally, Inquiry Teams will meet weekly to report back to their team and the Instructional Cabinet to share best practices that have promoted growth amongst the targeted students. Teachers will collaborate to conduct an action study in order to instruct students towards meeting their inquiry goal. Best practices will be shared to the school community at the end of the cycle to guide all teachers in moving students with comprehension needs.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

In doing a comprehensive assessment of our school climate by using the PBIS Benchmarks of Quality Assessment, we have found that our strengths lie in the PBIS transparency of the expectations, rules, and the discipline procedures that have been developed in our school. This is evident through the school environment, administrative support, positively phrased expectations, a clear mission, and lesson plans that support the implementation of PBIS. However, there are some areas that we feel can be improved such as: faculty commitment, consistent data analysis and articulation, and more comprehensive classroom plans that revolve around positive behavior support. We have determined that we need to develop our entire staff’s participation in creating a positive school climate. We have also found that the participation of our PBIS team has regressed from our monthly meetings. In addition, the dissemination of our data to the school community needs to occur more frequently.

As a result, we have determined a need to increase the buy-in from the staff so that they can consistently implement PBIS. The PBIS Team must meet regularly to analyze data and determine the best practices to ensure a positive school climate. In addition, we have seen the need for the development of additional school-wide initiatives that maintain and continue to build on our established positive school culture. There is also a need for initiatives that would target particular demographics to welcome more families into the school community.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase fidelity towards our positive school climate by applying the PBIS methods to provide behavior support and interventions for individual student needs, including targeted student groups, as evidenced by an increase of 4% on the Benchmarks of Quality Assessment to 81%.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In September, PBIS assemblies lay the groundwork for school-wide Behavioral Expectations for students, teachers, and parents. This also includes the behavioral systems, consequences, and rewards of the school. In addition, character education is introduced, as well as resources for students who need help. These presentations address the rules and behavioral expectations of P.S. 112. ‘Cool Tool’ lessons are implemented in the classrooms by teachers to further extend the expectations of the school and teach into student responsibility.</p>	<p>All members of the school community: students, staff, and parents</p>	<p>September 2015; addressed as necessary</p>	<p>School Culture Coordinator, City Year, Guidance Counselor, PBIS Team, SBST, Assistant Principals, Principal</p>
<p>The School Culture Coordinator is a position that has been created (to shift away from ‘Dean’ which seems more punitive) to coordinate all initiatives and events that revolve around building student self-worth, responsibility, and assertiveness to create a positive school climate.</p>	<p>School Community</p>	<p>June 2015 -- June 2016</p>	<p>School Culture Coordinator</p>
<p>The PBIS team will meet on a monthly basis, as facilitated by the School Culture Coordinator. The purpose of this team is to increase fidelity by assessing and monitoring the school wide practices of PBIS. These include: consistent use of “gotcha tickets”, class incentive charts, Think Sheets, SWIS forms, analysis of monthly SWIS data, family night events, father initiatives, PBIS week initiatives, anti-bullying initiatives, and holding students accountable to the behavioral matrix. Details will be reviewed and revised as necessary, as well as adding additional positive incentives based on students’ voices.</p>	<p>All students in the school community, Tier II and Tier III students</p>	<p>October 2015; ongoing</p>	<p>School Culture Coordinator, City Year, Guidance Counselor, PBIS Team, SBST, Assistant Principals, Principal</p>
<p>Our school has a partnership with a CBO, City Year. Their role in the school is to provide support to those subgroups that have a difficult time adjusting to their various responsibilities throughout the school day, as well as their interpersonal relationships with their peers. Subgroups may involve students who need individual Tier III one-to-one interventions. Members of City Year meet</p>	<p>Students in grades 3-5, Tier III students</p>	<p>October 2015 – June 2016</p>	<p>School Culture Coordinator, City Year, Guidance Counselor, PBIS Team, SBST, Parent Coordinator, Assistant Principals</p>

with students through social clubs and after-school programs to help build self-esteem and teach problem solving skills for social-emotional growth.			
Some of the activities that build trust through PBIS include: monthly assemblies that celebrate cultural diversity (accompanied by a poster contest), monthly open house Writing Celebrations for parents to appreciate student work, Tae Kwon Do, Chess and Basketball Mentoring Program, Urban Voices/Metropolitan Opera Guild, CookShop, Activity Works, Asphalt Green, One-to-World and the Alley Pond Environmental Program. These programs expand students' exposure for new interests and help them to enjoy coming to school each day in a warm, supportive environment. Some programs also help students gain self esteem by developing their interests and leadership skills. Monthly family nights engage parents, including: Family Game Night, Movie Night, Daddy and Me monthly events, CookShop For Parents, and additional parent workshops to build trust between the school and the broader community. Finally, student successes are celebrated, such as: perfect/improved attendance, Student of the Month, PBIS Class Chart completion and award assemblies. The Student Government has input in these rewards to include student choice in maintaining a positive school culture.	All students and parents	October 2015 – June 2016	School Culture Coordinator, City Year, PBIS Team, Parent Coordinator, Assistant Principals, Attendance Team
After analyzing attendance data, the Attendance Team will target students in grades 3, 4, and 5 who had more than 12% absences in the previous school year. When analyzing the data, and thinking about the students, there was a correlation between their attendance and their attitudes towards school. Therefore, in order to improve their attendance, the students from each grade level will be part of a mentoring group. These groups will meet to encourage students to take some ownership in their attendance, check in on their social-emotional health, discuss strategies to stay organized and be prepared for school, and feel part of a community that they want to be a part of. By promoting a positive attitude towards school	Students with >12% absences in 2014-2015 in grades 3, 4, & 5		Attendance Team, AP, School Culture Coordinator, Guidance Counselor, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to reach this goal, we will utilize human resources to motivate and guide the entire school community's participation. This includes the PBIS Team: School Culture Coordinator, Guidance Counselor, School Psychologist, School Social Worker, IEP Coordinator, Parent Coordinator, APs, and Principal. We will utilize: the SWIS system to record and analyze data, Positive Behavior Matrices, PBIS lesson plans, and other resource to promote a positive school culture. Scheduling will include meeting times for the PBIS Team,</p>

mentoring sessions for targeted students, the scheduling of monthly assemblies and family events, both in the evening and during the school day.

**Part 4b.** 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, the PBIS Team will use the PBIS Benchmarks of Quality Assessment to assess progress, as well as areas of celebration and need to adjust the yearly action plan as needed. This assessment should show at least a 2% increase in the overall score on the assessment.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

After conducting a needs assessment of the 2014-2015 school year and gathering information from parent surveys, QR, School Snapshot, informal conversations with parents, and other school data; we noticed that there was more participation from parents when the topics were on academics and student learning. Parents must be familiar with what is being taught in the classrooms in order to increase academic growth in all of our students.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of parental engagement, facilitated by the Parent Coordinator, as evidenced by an average attendance increase of 5% per workshop.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents want to be informed as to what their child is learning in school, as well as understand the school's methodologies and core beliefs in educating their child.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, teachers</p>

<p>To facilitate this connection for parents, a series of workshops will be organized by the Parent Coordinator. These topics include, but will are not limited to: Common Core Learning Standards, Behavior Management, Reading Level Benchmarks, NYS Assessments, The Middle School Process, Successful Parent Teacher Conferences, Problem Solving in Math, Science Inquiry, and many others topics that parents express interest in. Classroom teachers will also conduct parent workshops as part of the Parental Engagement time on Tuesdays. This will relate more specifically to the grade level standards and curriculum.</p>			
<p>We have built relationships with a variety of organizations to provide parents with numerous resources to build their child's background knowledge, as well as provide opportunities for parents to be involved in the school community. In order to develop parents' use of the many cultural resources that are found in New York City, we have developed a partnership with Cool Culture. The Learning Leaders Program trains parents to become volunteers to work with students and staff within the school building. Book Pals provides an opportunity for parents to be involved in developing their child's literacy skills. The CookShop program extends beyond the classroom by offering cooking classes in which parents learn how to make easy, healthy meals at home on a budget. We also partner with the local branch of the Queens Public Library, so that parents can utilize their resources and technology within their community.</p>	Parents	November 2015 – June 2016	Parent Coordinator
<p>Parent workshops will be held for parents of new ELL students, as well as students already enrolled in the school. These workshops will explain to parents the options for English Language learning within our school, as well as strategies that parents can use at home. Teachers of ELLs will also contact parents monthly to provide reports on student progress in thier language development.</p>	Parents of ELL students	September 2015; ongoing	ELL Coordinator, Teachers of ELLs
<p>Our school has developed a partnership with Parent Corps, which is associated with NYU. This organization provides professional development to Pre-K teachers and paraprofessionals to use strategies to work with parents of our youngest learners. This includes preparing students for school, supporting their growth and development, and developing their social-emotional well-being.</p>	Pre-K teachers, paraprofessionals, and parents; Parent Coordinator	August 2015 -- June 2016	AP, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to reach this goal successfully, and implement the action plan, a variety of resources will be utilized. We recently hired a parent coordinator, who is bilingual to communicate with our Spanish speaking parents, as well as has experience working with young children in the classroom. We utilize resources developed and distributed by the Department of Education to inform parents, as well as develop our own information systems to involve and inform parents. Schedules are adjusted to ensure that the Parent Coordinator, teachers, and paraprofessionals are able to attend workshops to develop their skills in working with parents. Teachers will have a schedule as to when to conduct classroom or grade level parent workshops during the Parent Engagement Tuesday time.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In order to increase our parental engagement level we will complete cycles of continuous monitoring throughout the academic school year. We will do this during the beginning (September), middle (February), and end (June) of the school year through school surveys, QR, parent survey and feedback from our parent leadership. We will also use attendance sheets from PTA meetings and parent workshops to monitor if goals are being met. By February 2016, we will monitor progress to ensure that we have had an average increase of 5% of parents at each workshop, and adjust our topics and communication efforts to ensure that this goal is met.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<b>English Language Arts (ELA)</b>	Fountas and Pinnell Benchmark levels NYS ELA Exam Performance Tasks Mock Exams	Repeated reading Interactive writing Close reading Questions read aloud Level appropriate text and task Visuals Peer-work/ Group work Use of tracker Think Alouds Time modifications Assignment length modifications Use of technology Dictation and scribing Task managing tools (e.g. use of index cards)	<b>City Year Support :</b> -small group during the school day <b>RTI :</b> -providers pull out/push in for guided reading to target our lowest third <b>In-class Intervention:</b> -one to one conferences -small group <b>Title III After School:</b> -small group work with language objectives embedded within lessons <b>Academy for Success After School:</b> -guided reading and strategy lessons based on students' data  <b>Excel in Excellence: -</b> -strategy /enrichment lessons for high achievers	During school hours, after-school, zero hour
<b>Mathematics</b>	Problem Solving Performance Tasks – Exemplars NYS Math Exam Chapter/Unit Tests Mock Exams	Close reading of problem solving questions Questions read aloud Visuals Representations Manipulatives Subitizing Strategies Peer-work/ Group work	<b>City Year Support:</b> -small group during the school day <b>In-class Intervention:</b> -one to one conferences -small group <b>Title III After School:</b> -small group work with language	During school hours, after-school, zero hour

		<p>Use of tracker Think Alouds Time modifications Assignment length modifications Use of technology Dictation and scribing</p> <p>Task managing tools (e.g. use of index cards)</p>	<p>objectives for mathematics embedded within lessons <b>Academy for Success After School:</b> -strategy lessons based on students' data <b>Excel in Excellence:</b> -strategy /enrichment lessons for high achievers</p>	
<b>Science</b>	NYS Science Exam Chapter/Unit Tests Classwork	<p>Use of hands-on tools (e.g. scales) Experiments using the scientific processes Experiments using real-life problems Repeated reading Interactive writing Close reading of questions and text Questions read aloud Level appropriate text and task Visuals Peer-work/ Group work Use of tracker Think Alouds Time modifications Assignment length modifications Use of technology Dictation and scribing</p> <p>Task managing tools (e.g. use of index cards)</p>	<p><b>City Year Support:</b> -small group during the school day <b>In-class Intervention:</b> -one to one conferences -small group <b>Title III After School:</b> -small group work with language objectives embedded within lessons <b>Excel in Excellence:</b> -strategy /enrichment lessons for high achievers</p>	During school hours, after-school
<b>Social Studies</b>	Chapter/Unit Tests Classwork	<p>Use of hands-on tools (e.g. maps) Experiments using real-life problems Repeated reading Interactive writing Close reading Questions read aloud Level appropriate text and task Visuals</p>	<p><b>City Year Support:</b> -small group during the school day <b>In-class Intervention:</b> -one to one conferences -small group <b>Academy for Success After School:</b> -guided reading and strategy lessons</p>	During school hours, after-school

		<p>Peer-work/ Group work  Use of tracker  Think Alouds  Time modifications  Assignment length modifications  Use of technology  Dictation and scribing</p> <p>Task managing tools (e.g. use of index cards)</p>	<p>based on students' data  <b>Excel in Excellence:</b> - strategy /enrichment lessons for high achievers</p>	
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher anecdotal  Parent request  Teacher/Staff request  Think Sheets  SWIS referrals</p>	<p>Use of games  Use of role play  Shared reading  Counseling through art  Puzzles to improve problem solving skills  Computer programs  Peer work/ Group work</p>	<p>Counseling services are afforded to all students according to individual needs. Special needs students receive mandated group or individual counseling. The Guidance Counselor also conducts parent consultations by addressing and informing parents of Special Education IEP mandates Counseling intervention is also provided for those students who have been suspended. Conflict mediation sessions are conducted by the Dean/ Crisis Intervention Specialist. Crisis Interventions, suicidal risk assessment, parent outreach and referrals; one to one behavioral interventions, functional behavioral assessments; behavior intervention plans, group discussions, teacher and school staff</p>	<p>During school hours, after-school</p>

			<p>consultation; student interview, individual sessions</p> <p>Support services: individual and group counseling, play therapy, verbal therapy, grief counseling, anger management control, socialization skills group, consultation with parents, teachers, and other school personnel geared to helping child improve behavior issues as well as the academic issues; referral services for outside psychiatric services; reading and poetry discussions to enhance values, etc.</p> <p>Monitor students with asthma, diabetes, and seizures Administer medication .</p>	
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## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
In order to recruit teachers, we have developed partnerships with local colleges, including Hunter College and Columbia University, to be able to attend their talent recruitment fairs. We also host student teachers from LaGuardia Community College. To retain teachers, school leaders create a supportive environment, that includes clear expectations, distributive leadership, structures for collaboration, and opportunities for teacher voice. This is evident through our teams and committees, including: Literacy Team, Math Team, PBIS Team, Instructional Cabinet, MoSL Committee, among others. These teams also provide professional development and work toward determining the areas of need for professional development. The Assistant Principals also participate in professional development through ELI and APLI to further their instructional leadership skills.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We have a variety of professional development activities that are developed through the lens of the Common Core Standards, our Instructional Focus and Expectations, The Danielson Framework, and curriculum. This includes looking at NYS Assessment data, classroom observations, teacher need assessment, teacher surveys, and other data sources to develop our plan. Teachers and paraprofessionals complete feedback surveys at the end of each session or cycle. The PD Team and Instructional Cabinet meet to make adjustments in the Professional Development calendar and topics.

### 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.).

In order to help assist preschool children into the elementary school program, we offer a variety of programs and opportunities to parents and early childhood programs. We conduct an Open House with parents of potential students in the spring. Once students apply, we have an P.S. 112 Orientation session, in which parents and students can tour the school, meet staff, and receive resources to support their child's transition. Once school begins, we have support staff welcome and assist students as they adjust to their new school day. We also conduct outreach efforts to external preschool programs, so that their students and families can be invited to these events and know what P.S. 112 offers as well. Our school currently serves 5 pre-K classrooms within our building. We ensure that parents are included in the school wide events so that they become familiar with the structures, personnel, resources, and events that will continue to be accessible to their child as they become kindergarten students.

**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.

Teachers are included in the use and selection of assessments to determine the best ways gather information on student learning within a variety of forums. The MoSL Team, which consists of representatives from both upper and lower grades, meet with the administration to make decisions as to the assessments that will be utilized to measure teacher effectiveness. The Instructional Cabinet meets to determine which assessments will provide teachers with the best information to target student instruction, as well as develop the Assessment Calendar and systems for progress monitoring. The Literacy and Math Teams, which are vertical teacher teams, meet monthly to discuss instruction, as well as choose assessments that reflect curriculum and analyze data to guide instruction. During grade level meetings, administration checks in with teacher teams to elicit feedback on assessments, including administration, data, and alignment to curriculum.

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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<sup>2</sup>. **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	Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
--------------	---------------------------------------	--

	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	257,870.00	X	5A, 5B, 5E
Title II, Part A	Federal	113,978.00		
Title III, Part A	Federal	11,200.00	X	5A, 5B, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,642,122.00	X	5A, 5B, 5E

### **1Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

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#### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 112**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School

Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 112** will support parents and families of Title I students by:

- Our goal is to give parents the tools needed to work with their children to improve their achievement level in academic areas. A parent resource room, located in the Parent Coordinator's office, will offer educational materials for parents. Conducting parent workshops in literacy in areas such as close reading, raising a reader, and specific reading skills. We will also introduce them to Fountas and Pinnell so they can have a better understanding of reading levels, benchmarks, and assessment. Our math coach will provide workshops for parents so that they may better support their children in problem solving and fluency. The technology specialist will work with the Parent Coordinator to assist parents in being able to utilize technology resources at home, as well as how to access student data and reports for progress online.
- We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. This includes but is not limited to: ELL services, special education options, variety of Response to Intervention supports, as well as after-school programs.
- We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. This will include inviting parents to writing celebrations, open houses, instruction and assessment based workshops, as well as parenting workshops.
- We will conduct meetings for parents to further understand State and school-based assessments and the Common Core Learning Standards.
- Information about school and parent related programs will be shared in a variety of ways, including: meetings activities, fliers, calendars, phone messages, and additional modes of communication, including the languages parents can understand.
- School staff will participate in professional development opportunities to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of the school community.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC) Template**

**P.S. 112**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 112 Dutch Kills</u>	DBN: <u>30Q112</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>74</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-  
Rationale:

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

-  
Dates: 12/03/14 - 04/30/15

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

Schedule and Duration: Wednesdays and Thursdays; 2:40 - 4:10 pm

Language of Instruction: English

# and Types of Certified Teachers: 2 Teachers with ESL Certification

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

-  
Rationale:

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

-  
Dates: 12/03 /14 - 4/30/15

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

Schedule and Duration: Wednesdays and Thursdays; 2:40 - 4:10 pm

Language of Instruction: English

# and Types of Certified Teachers: 1 Teacher with an ESL License

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

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

**Part B: Direct Instruction Supplemental Program Information**

- Interpreting figurative language
- Summarizing

Comprehensive Math Assessment

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Rationale:

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

Dates: 12/16/14 - 5/01/15

Subgroups and Grade Levels of Students to be Served (Target Population): Grades 2, 3, 4, & 5 Is & As

Schedule and Duration: Tuesday, Wednesday, Thursday, and Friday mornings; 7:35 - 8:20 am

Language of

Instruction: English

# and Types of Certified Teachers: 2 Teachers: 1 with Common Branch License and 1 with ESL License

Types of Materials: Getting Ready for the NYSESLAT, The CARS & New York STARS CCLS, iPads with various language apps

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**Part C: Professional Development**

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

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

Begin description here: \_

Rationale:

We believe that good teaching comes from advanced preparation. Professional Development for all Title III Program teachers will take place prior to and during the duration of the program. We will conduct some targeted professional development during school-wide Professional development meeting times on Mondays from 2:40 - 4:00pm. In addition, there will be meetings held after school to plan, prepare, and assess the success of practices to meet the needs of our ELLs in the Title III program. Professional development will be provided by the Assistant Principal, ESL Coordinator, and ELL Support specialists.

## Part C: Professional Development

-  
Topics will include:

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

## Part D: Parental Engagement Activities

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

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

Begin description here: \_

-  
Rationale:

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

-  
Topics to be covered include:

- 
- \* School Safety
- \* The Common Core Learning Standards: What do They Mean for My Child?
- \* Thinking Maps: A Language for Learning

### Part D: Parental Engagement Activities

- \* [Literacy and the Language Learner](#)
- \* [The Traits of Writing](#)
- \* [Help your Child Prepare for the State Tests](#)
- \* [Accessing and using ARIS](#)
- \* [Child Development](#)
- \* [Internet Safety](#)
- \* [Immigration and Citizenship](#)
- \* [Money Management](#)
- \* [Take Advantage of Your Public Library](#)
- \* [Learning Styles](#)
- \* [Individualized Education Plans](#)
- \* [Learning Leaders](#)
- \* [Positive Behavior Intervention System](#)
- \* [Fountas and Pinnell Reading Levels](#)
- \* [Understanding Go Math](#)
- \* [21st Century, Technology, and Support for Parents and their children](#)
- \* [Parents as Partners – Homework Help](#)
- \* [Getting Ready for the NYSESLAT](#)
- \* [How to Deal with Bullying](#)
- \* [Survival English – Navigating the NYC Public Schools System](#)
- \* [Parent – Student Art Workshops; Art Making activities to encourage language development through the arts.](#)
- \* [The Importance of Reading with Your Child](#)
- \* [Conducting the Read Aloud](#)
- \* [Preventing the Summer Slide](#)

### Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>9891</u>	<u>Total of 231 Per Session Hours</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>0</u>	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	<u>\$2469</u>	<u>Getting Ready for the NYSESLAT Student Packs</u> <u>Total = 1666</u> <u>Bilingual Dictionaries and Trade Books Total = 803</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	- <u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
<b>TOTAL</b>	<b><u>12360</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>30</b>	Borough <b>Queens</b>	School Number <b>112</b>
School Name <b>Dutch Kills School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Mr. Rafael Campos-Gatjens</b>	Assistant Principal <b>Ms. Christine Britton</b>
Coach <b>Math - Mrs. Maria Tzortzatos</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Maria Sierra</b>	School Counselor <b>Ms. Iris Manners</b>
Teacher/Subject Area	Parent
Teacher/Subject Area <b>Ms. Kirsten Humphrey/5th grade</b>	Parent Coordinator <b>Ms. Yocasta Polanco</b>
Related-Service Provider <b>Ms. Jackie Webb</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Dr. Philip Composto</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>5</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>528</b>	Total number of ELLs	<b>107</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	107	<b>Newcomers</b> (ELLs receiving service 0-3 years)	69	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	69		13	7		1	0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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	10	7	16	8	6								0
Chinese		1	2	1										0
Russian														0
Bengali	11	5	11	6	2	3								0
Urdu			1			1								0
Arabic	1		1	1	2	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Pashto			1		1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	5	2	1	1	1	1								0
<b>Emerging</b> (Low Intermediate)	3	2	1	1	2	1								0
<b>Transitioning</b> (High Intermediate)	4	0	3	5	1	0								0
<b>Expanding</b> (Advanced)	8	5	4	12	4	8								0
<b>Commanding</b> (Proficient)	0	7	14	5	5	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		7	14	5	5	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	7	0	0	0	0
5	6	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	6		1		0		0		0
5	6		3						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3		4		2				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - It is imperative that we assess the early literacy skills of our ELLs. P.S. 112 uses the New York City Performance Assessment (MoSL) for grades K - 2, and we assess reading levels through the use of the Fountas and Pinnell Benchmark Assessment System for students in grades K - 5. In addition, teachers use End-of-Unit assessments for content areas and we also use language acquisition checklists to monitor and address language specific needs of our students. ELL students who are below grade level reading benchmarks receive targeted instruction through small-group strategy instruction and guided reading. This is aligned with our school's instructional plan in that we need to address the specific areas of need for individual students. School staff is intent on developing instructional goals, methods, materials, and assessments that work for each student; not a single, one-size-fits-all solution, rather flexible approaches that can be customized and adjusted for individual needs.  
The school uses a vertical data team as well as grade level data teams to examine and analyze current data on student progress. As a result of this examination, practical "Next Steps" are planned out for the student, grade, and school.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - Data patterns across proficiency levels on the NYSITELL and the NYSESLAT reveal pertinent data that tailors programming and delivery of instruction.  
  
Our largest proficiency level from grades K - 5 are our Advanced students. They make up more than half of our ELL population.  
  
The largest group of Beginners is in our kindergarten.  
  
There are close to twice the number of ELLs in grades K - 2 as there are in grades 3 - 5.

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

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

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

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

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

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

4.

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]  
P.S. 112 uses data to guide instruction for ELLs within the Response to Intervention framework.

To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RtI) model is in place.

The interventions used support ELLs under the RTI structure, are designed based on research based instruction that is linguistically and culturally appropriate for ELLs, and use assessments to guide daily instruction (Tier1), as well as instructional routines and interventions in Tiers 2 and 3.

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

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
All parents of newly admitted ELLs are invited to a Parent Orientation where they are given an option for the type of program they would like their child to be placed in. Information on the child's educational history is used to make determinations on grouping. A child's second language development is considered in instructional decisions. Instruction for ELLs by classroom teachers, support staff, and content area teachers focuses on content as well as language development and acquisition. Lessons are carefully planned with both learning targets in mind. Each lesson ensures that students are working towards meeting a language objective. All teachers teach in such a way that they are building the student's English language skills.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our programs through a breakdown of our subgroups on our Progress Report. An evaluation of our students' NYSESLAT scores show significant gains from year to year. Data teams look at the subgroup of ELLs to examine progress in school-wide assessments. In regards to State ELA, Math, and Science data, we have seen that the ELL subgroups have made the most progress out of all the subgroups in the school.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.
  1. The initial identification process of those students who may possibly be ELLs begins with the administering of the Home Language Identification Survey (HLIS). At the time of registration, the Pupil Personnel Secretary interviews parents to identify the preferred language for registration forms. At the same time, the ELL Coordinator conducts an informal oral interview of the student to determine the student's English language abilities. Qualified bilingual staff members are present to translate where necessary as well as to determine native language proficiencies. The ELL Coordinator facilitates in Spanish. An additional staff member facilitates in Bengali. The responses during the informal interview in conjunction with the written responses on the HLIS determine the student's NYSITELL testing eligibility. The student is placed in a free-standing ENL class until entitlement has been determined. Once it is determined that a student's home language is a language other than English, the NYSITELL is administered by a fully certified ENL teacher. The administration of the NYSITELL takes place within the first ten days of the new student's enrollment. Students identified as ELLs as per the NYSITELL results, and whose home language is Spanish, are also administered the Spanish LAB by a fully certified teacher. Parents of entitled students are notified of their child's entitlement to receive services and invited to hear about different program options at a New ELL Parent Orientation Meeting. The student's program placement for the year is contingent upon NYSITELL results, parent choice, as well as current program availability. Students who have been identified as English Language Learners and identified on the "rler" eligibility report on ATS will be annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Testing will be administered by a fully certified teacher. Students are given the four modalities; Listening, Speaking, Reading, and Writing, in the appropriate test levels according to their grade levels. They are identified for continued entitlement of services based on the results of the NYSESLAT and identified on ATS on the "rler" eligibility report.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
  2. The first indicator to proceed with identifying a SIFE is at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If the set said indicators within the ELL identification Process shows that the student has had an interruption of inconsistency in their formal schooling, the ELL Coordinator will proceed with the SIFE Identification Process. Indicators include, but not limited to, Newly identified ELLs, and in grades 3 to 9, and at the Entering or Emerging level of proficiency as indicated by the NYSITELL results. The ELL Coordinator will administer the "oral interview questionnaire". For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). SIFE status will be determine no later than 30 days of enrollment to be input into the DOE's data collection systems.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
  3. Determination of NYSITELL eligibility for students entering our school with IEPs will be conducted by the Language Proficiency Team. The LPT is comprised of the ELL Coordinator, an Assistant Principal, the IEP Coordinator, the School's Social Worker, and the student's parent or guardian. A translator will be present for the parents as needed. Procedures will be used for initial entry into the school or re-entry after 2 years according to the Enrollment status category 1 and 3. Whether the student should take the NYSITELL will be determined by the LPT based on the review of evidence of the student's English language development . Evidence includes, but is not limited to the following; student's history of language use in the school and home, results of the individual evaluation of the student in accordance to CRPart 200.4(b)(6), and information provided by the Committee on Special Education. If the LPT determines that the student may have English Language acquisition needs, the student must take the NSITELL. If the LPT determines that the student does not have English Language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT , the NYSITELL is immediatley administered to the student. If the principal accepts the recommendation, it is sent to the Superintendent or the superintendent's designne for a final decision within 10 school calendar days. Additionally, the parent or guardian must be notified within 3 school days of the decision in their preferred language.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
  4. Parents notification of their child's entitlement is a critical component of parental involvement. Parents of newly admitted students who are identified as entitled as per the NYSITELL are invited to attend and ELL Parent Orientation Meeting. Entitlment notices are sent home in the dominant Language spoken at home.

Parents of students who have been identified as former ELLs according to the ELL exit criteria will receive the non-entitlement/transition letters informing them that their child will continue to receive at least one half of one unit of study of English as a new language or services that monito and suport the student's language development and academic progress. In addition, the form ELLs are eligible for specified testing accommodations.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
  5. Parents of Newcomers that have undergone the ELL identification process and have been identified as Entitled to ENL services are invited to an ELL Parent Orientation meeting. During the orientation meeting Parents will be informed of the new changes of the CP-Part 154, including the right to appeal their child's ELL statues. Parents will be aware that within 45 days the Re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL that the ELL Identification Process be administered a second time. The school will initiate a review of the ELL status determination upon receipt of a written request from the student's parent/guardian and/or the teacher (along with a written consent from the parent). Protocal will follow as per the ELL Policiy and Reference Guide - Re-Identification of ELL status section.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
  6. P.S. 112 both respect and value the involvement of parents in all facets of educational process. We therefore make sure that our parents are well informed of the educational choices they have for their children. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). As per the Aspira Consent Decree and part 154, new students entering the system who are determined eligible (according to HLIS) for NYSITELL are screened, tested, and placed in an ELL program within 10 calendar days of admittance. When students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices in English, Spanish, Arabic, and Bengali) to a parent orientation. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and Freestanding ESL Programs. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. Key pedagogues within the school community help facilitate translation and

explanation of services. Our ELL Coordinator translates information and provides explanations in Spanish. One paraprofessional translates and explains information in Bengali. Another one of our paraprofessionals facilitates in Arabic. Parents are given an opportunity to watch a video that explains program models in their home language and are also provided with brochures in their home language that explain the above program models. Parents are given the opportunity to visit classrooms to view the programs being offered. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. The parents are then given options to select what program their ELL child will participate in for the academic year 2015 - 2016 through the completion of the Parent Survey. Parents who have previously chosen a TBE/DL program are informed of when such a program would be made available. In addition to the two large-scale ELL Parent Orientations that were held in September of 2015, our ELL Coordinator conducts on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children. We will conduct an ELL parent meeting at least once every marking period.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
  7. After parents have watched the orientation video in their preferred language, as well as been informed of the structures of the three programs (Transitional Bilingual, Dual Language, and Freestanding ESL), they are given the Parent Survey and Program selection forms to indicate their preferred program choices. These forms are given to the parents in their home language whenever possible. The ELL Coordinator is responsible for keeping track of all newly admitted ELLs. Accurate record keeping involves identifying students' home language, parents' attendance or absence during ELL Parent Orientation, collecting Parent Surveys and Program Selection forms and sending follow-up notices and communication records for those parents who were not able to attend the orientation. For parents who do not attend the meeting, forms are sent home in their native language and parent meetings are scheduled with the ELL coordinator to discuss possible questions and receive assistance and explanations of the Parent Survey forms and Program Selection forms. If a form is still not returned, the default program for those ELLs is Transitional Bilingual Education as per CR Part 154. Students who are identified as requiring on-going ESL services as per the results of their NYSESLAT scores are given Continued Entitlement letters. Parents of these students return signed notices indicating that they are aware of the continued service their child is entitled to receive.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
  8. For Parents of ELL students who do not attend the ELL Parent Orientation meeting, forms are sent home in their native language with the ELL program information brochure. The ELL coordinator follows up with a phone call to set up a meeting with the Parent(s) to discuss in detail the ELL program choices, the opportunity to watch the Parent Orientation video in their language, and discuss questions regarding the program choices.
9. Describe how your school ensures that placement parent notification letters are distributed.
  9. After analyzing the Parent Survey and Program Selection Form the Placement Letter to parents are generated with the ELL Coordinator's contact information and student's name and parent choice. The Placement Letter is sent home in the preferred home language. The ELL Coordinator makes copies of the Placement Letter and placed in a binder to maintain accountability.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
  10. ALL ELL documentation for each student is copied and placed in an ELL compliance binder located in the ELL Coordinator's office.
11. 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.
  11. All entitled English Language Learners are identified and confirmed by reviewing the following ATS reports: RLAT, RLER, ITEL, and as needed the UYRE. Teachers administering the NYSESLAT follow a set schedule across the designated time and days. The schedule is created in accordance to the NYSESLAT Administration Manual in regards to each component, Listening, Reading, Writing, and Speaking. The Testing Coordinator, along with ELL Coordinator count-out materials and construct a schedule with specific times, proctors, and classrooms for each session for the appropriate administration of all Four Modalities.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
  12. Parents notification of their child's continued entitlement is a critical component of parental involvement. Parents of students who are entitled to continued ENL services according will receive the Continued Entitlement letters in their preferred language, informing them that their child will continue to receive ENL services to support the student's language acquisition development and academic progress. All students who are English Language Learners must take the NYSESLAT in the Spring of 2016.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

13. After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choices continues to show that "Parents" prefer the Freestanding ENL program. All 22 parents of our new-comers chose to place their child in the ENL program. The ENL program in our school are aligned with the parent's request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.
    1. All our English Language Learners (ELLs) receive language instruction through Freestanding English as a New Language (ENL) program models. Freestanding ENL programs provide instruction in English, emphasizing English language acquisition. Students in the ENL program come from many different native language backgrounds, and English is the common language among students. In grades K-5 ELLs are grouped together in one class for the entire school day and for all content instruction. The ENL program in the classes are implemented as 360 total ENL minutes for students in Entering and Emerging Levels and 180 total ENL minutes for students in Transitioning and Expanding Levels and 90 total ENL minutes for students in Commanding levels. These students receive instruction to develop English Language Skills delivered by a dually certified ENL teacher, in addition to instruction to build English language skills through content area curriculum, delivered by a dually certified teacher.  
The program models used at P.S. 112 is Heterogeneous. Students are grouped in mixed proficiency levels.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2.

Organization of school staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ENL program model. ELLs in the ENL program receive all instruction in English. In accordance with the individual student's results of the NYSITELL and New York State English as a Second Language Achievement Test, students receive the mandated minutes of Stand-alone ENL instruction and Integrated ENL instruction. Entering and Emerging students receive 360 minutes a week of the designated Stand-Alone/Integrated ENL instruction. Transitioning and Expanding students receive 180 minutes a week of integrated ENL/ELA instruction.

ESL students in grades K-5 are placed in self-contained ENL classes whereby instruction is delivered by teachers who possess a Common Branch license as well as certification in ESL. ELL students are provided with ENL instruction by a Push-in, fully certified ESL teacher. These highly qualified, dual certified teachers along with the ELL Coordinator ensure that P.S. 112 meets the mandated hours of ESL services for all ELLs.

In order to maximize English acquisition for ELLs, the ENL classroom teachers together with the ELL Coordinator will devote adequate time for collaborative planning. The teachers will have one articulation period per week with each of the classroom teachers to discuss individual needs of ESL students and plan lessons/curriculum together using Best Practices and Strategies of ELL methods.

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

3. Content area instruction is a critical component of language acquisition. Research shows that language proficiencies are closely related to academic language. Much of the academic language, or Tier 2 and Tier 3 words are low-frequency words that are found mostly in content area lessons. Students in all grade levels have bilingual dictionaries available in the classroom. It is

an easy reference and clarification tool. When reading texts on their own, students can look up unknown words and ensure their own comprehension. The lessons for ELLs are scaffolded as individual students' language levels are taken into consideration. Instruction is delivered in English with multiple means of entry points for varied language levels of students. Teachers make use of visuals and increase student engagement through partner and group work. All lessons are centered around the Common Core Learning Standards

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

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

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

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

5. All teachers of ELLs meet twice a month during an ELL Vertical Team meeting. During this meeting, team members examine data that reflects students' proficiencies in each of the four modalities. Each teacher then groups students and creates an action plan for specifically addressing needs particular to each modality. Subsequent meetings allow for sharing of best practices as well as tuning of lessons. This is done throughout the year to ensure that our ELLs language needs are appropriately being evaluated and addressed through differentiated instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

a. Students with Interrupted Formal Education are students in grade 3 or higher who are at least two grade levels behind their age appropriate grade. These students need scaffolded instruction in order to help them bridge the academic gap between themselves and their peers. In order to best support the special needs of these students (in addition to the mandated 360 minutes of ENL), fully certified ELL teachers will provide intensive small group intervention 3 periods a week using Imagine Learning English. ELL -AIS providers will support SIFE through an accelerated and explicit teaching of academic language. They will use the Word Study Methodologies to support them in small group settings with individualized attention to meet their special needs. Title III ELL Academy After School for SIFE and Saturday Academy. During the day and in Title III After School programs, SIFE students receive supplemental services to target specific language and literacy needs. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can be continuously modified to fit the students' special needs. The AIS team will have monthly meetings to discuss the needs of these students. The Parent Coordinator, as a member of the AIS team, will collaborate with the team members to reach out to parents of our SIFE.

b. ELLs in US schools for less than three years (Newcomers) are still navigating their way through a new environment and culture. Whenever possible, these students should be paired with school staff and resource people who know something about the students' languages, cultures, and school systems in the various countries of origin. An invitation to open discussions with the newcomer allows for focus on appropriate instructional approaches to be used with students or how to interpret student behaviors or customs that are unfamiliar to the teacher. A support network for newcomer students is complete when all

students are included and allowed to help in some way. Teachers should initially establish buddy systems in their own classrooms, but school-wide groups can also help. A "buddy system" pairs new students with students not new to the system. Where possible, newcomer ELLs will be paired with responsible students who speak their native language or with native English-speaking peers. These "buddy teams" go through the school day together so that the newcomers may learn school routines from experienced peers who have gone through the adjustment period themselves. In this way, ELL students begin to learn survival English at the same time that they are getting to know other students in the school. As tutors, student buddies may help newcomers with academic work, especially in classes where extra teacher help is not consistently available. In order to facilitate academic development, newcomer ELLs will be offered Title III After School classes. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and Saturday Academy. Newcomers who are on levels 1&2 will also be eligible for ENL AIS.

c. ELLs receiving service for 4 to 6 years need additional academic support. These 7 students require individualized academic interventions. The Developing ELLs will be monitored closely by the AIS Team to ensure academic progress. NYSESLAT, along with other formal assessments such as the, ELA, Math, and Science will be analyzed by the team to formulate an appropriate educational plan for long-term ELLs. The data from these assessments will drive instruction in class, AIS group, and After-school. Informal assessments such as teacher observations and writing samples will also be utilized for continuous evaluation. A fully dual certified ELL teacher will support the long-term ELLs in the content areas.

d. We currently do not have any ELL Long-term students.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.
  7. Within 6 and 12 months the Principal, Mr. Campos-Gatjens, will review the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. This determination will be based on analysis of progress reports, academic assessments, and discussion with the classroom teachers. Based on the various data analysis if the principal believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154 -2.3(i) and may reverse the determination within this same 6-12 month period.
8. 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?

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

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
  9. P.S. 112 Q The Dutch Kills School, is committed to meeting the needs of all our students, including our ELL-SWDs. The focus for these students is to access curricular, instructional, and scheduling flexibility in order to meet needs within the least restrictive environment. As a result, services are provided by fully certified teachers, both ENL and Special Education, within the

Chart

classroom environment. Through professional collaboration between service providers, ELL-SWDs receive the benefit of focused instruction that is tailored to individual students' academic, emotional, social, and language needs. ELL-SWDs who demonstrate progress and strength in a particular content area are mainstreamed into General Education classes for given periods of instruction.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

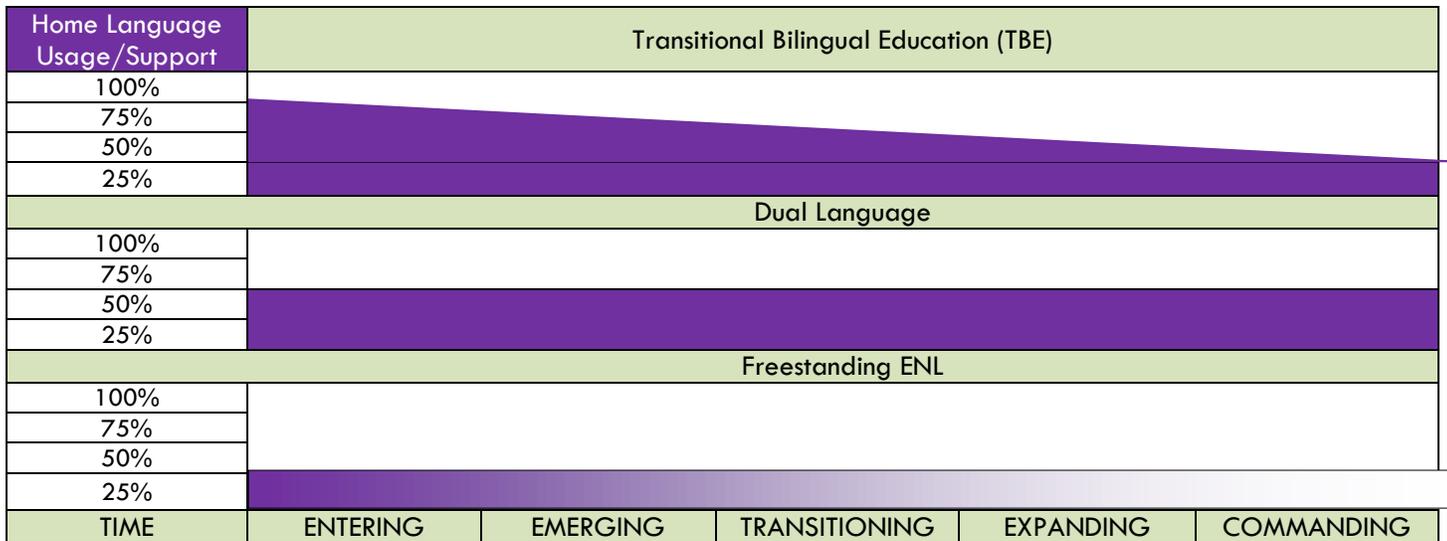


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Targeting intervention programs for ELLs is necessary to meet the specific needs of this population of students. Upon examination of standardized testing data, P.S. 112 is intent on providing abundant academic supports to our ELLs in all content areas. In ELA, classroom teachers and service providers are using Focus Reading and Guided Reading for ELLs. School staff is closely looking at the Common Core Learning Standards, with special attention given to College and Career Readiness anchor standards. With a clear framework of what our students need to be able to be part of our productive future, we are able to take a closer look at grade-level goals with an overarching goal in mind. Here, we can pay close attention to Reading, Writing, Speaking and Listening, and Language standard. This is done with a language specific goal imbedded within Language Arts and ESL lessons. In Math, there is a separate ESL component that provides language-rich scaffolds with math lessons as part of the Go Math program. Special attention is given to content specific vocabulary and Tier II language that data reveals our students are lacking. We have targeted small-group instruction for Intermediate and Advanced ELLs in grades 3 - 5 to specifically address language demands of the ELA.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program for ELLs is meeting the needs of our students in both content and language development. This effectiveness can be rated by the increase levels of proficiencies for most of our students. In addition, the ESL subgroup made the greatest percentage of progress on the NYS Math and ELA. Through weekly ESL meetings, we evaluate the effectiveness of programming for our ELLs. All teachers of ELLs review past and current data of their ELL students.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, supplemental services will be offered to Former ELLs.  
We will have targeted instruction through small groups for High Achieving ELLs.  
Within the RtI Framework, we will have ESL certified teachers designated to support our struggling ELLs in need of Tier 2 and Tier 3 Interventions.  
We will continue to enhancing instruction through technology specifically for ELLs to develop language, literacy, and math.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. Invitations for Extended Day, After School, Enrichment programs, etc., are distributed to all students, regardless of ELL status. If there is a limit on the number of spaces available, students are selected on a first come, first served basis. As a result, many of our ELLs are involved in Extended Day, Basketball, Chess Club, City Year After-School, Metropolitan Opera Guild, and Story Studio.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELL students need various instructional materials to reach the wide range of learners. One of the more widely used tools is the Smart Board. This interactive tool enables teachers to not only model, but allows students to have integral participation within the lesson. Smartboards are used across content area instruction. In addition, teachers use laptops, visuals, listening centers, and print rich environments to enhance language learning for all subgroups. ELL students have access to content specific bilingual glossaries. They also have access to electronic translators to assist with Tier II and Tier III vocabulary. Classrooms are also supplied with baskets of books written in languages other than English to support literacy skills, transferring from students' NL to EL. Our school community is committed to developing all our students literacy skills, including our ELLs. Teachers are equipped with knowledge of the Common Core Learning Standards and the overarching College and Career Readiness anchor standards provide a framework for driving grade appropriate lessons. Literacy instruction is closely aligned with New York's Common Core State Standards. In math, the Go Math program differentiates within each lesson for English Language Learners. The FOSS Science program allows for language scaffolds as the science inquiry process is woven throughout content instruction, experience, and language development. Our Social Studies curriculum pays close attention to necessary grade appropriate content and also allows for rich multicultural lesson that celebrate the diversity of our school community. Overall, our school community believes that we can not deliver instruction through a "cookie cutter" model. Rather, specific needs of individual students are carefully examined in order to ensure access to quality education for all students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered by certified teachers and school staff who can communicate in a language other than English. Instruction is delivered through the ENL model. Students are also given training and opportunities to use bilingual resources

to aid in their acquisition of content and language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services support and correspond to each of our English Language Learner's age and grade level. Teachers use developmentally appropriate materials and content to deliver instruction. ELLs' ages and grade levels are considered as teachers use materials that may be of lower level, yet of high interest, depending on the grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Before the beginning of the school year, newly enrolled ELL students are invited to a school tour. In an effort to have newcomers feel more comfortable, they and their families are invited to a Newcomer Walk-Through. Here they will visit different locations within the school such as the lunchroom, gymnasium, restrooms, classrooms, and offices. Being able to physically navigate your way through a building is an essential component of a student's learning.
19. What language electives are offered to ELLs?  
Currently, we do not offer any language electives.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. Professional development is critical for our community of educators. We believe it is necessary to stay in touch with the most up-to-date research as well as learning about best practices. Assistant principals, common branch teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators all contribute to the education of the whole child. As a result, we have a firm belief that we must be equipped with the current necessary tools to achieve that goal. To achieve that goal, P.S. 112 is committed to attending and providing professional development for our community of educators. School staff will attend related and relevant professional development sessions throughout the city. Within our school environment, there will be a minimum of 5 staff development workshops provided for the whole school staff during Professional Development, grade conferences, bimonthly ESL Vertical Team meetings and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Math Coach, and the Assistant Principal.
    - September: Informative workshop on the NEW Changes within CR-Part 154
    - October: Implementing Effective ELL Methods in our Stand-Alone and Integrated ENL programs
    - November: Literacy differentiated instruction and scaffolding techniques for ELLs aligned with Common Core State Standards.
    - January: Math differentiated instruction and scaffolding techniques for ELLs.
    - February: using data, including midterm assessment and language checklists, to focus instruction and prepare ELLs for the NYSESLAT.
    - March: Best Practices for ELLs Study Groups.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  2. Teachers of ELLs are offered year-round professional development in supporting ELLs as they engage in the Common Core Learning Standards.

Professional Development Topics include:

    - \* Creating CCLS Aligned Reading Workshop Lessons using Ready Gen
    - \* Subitizing for Mathematical Fluency
    - \* Analysis of Fountas and Pinnel Reading Assessments
    - \* Creating CCLS Aligned Writing Workshop Lessons using Traits Writing
    - \* Creating CCLS Aligned Math Workshop Lessons using Go Math
    - \* Aligning CCLS Listening, Speaking, and Language Standards with current Units of Study
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Transitioning from Elementary school to Middle or Intermediate School can be challenging and intimidating, especially for ELLs. As a result, we will provide workshops where both students and parents are acquainted with the options available for middle school. We will have assemblies with presentations from the middle school about what they offer.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.
  4. It is necessary for all staff (including non-ELL teachers) to receive a minimum of 15% of the required professional development hours for all teachers hours of ELL training. This will be done in the form of two sessions that will be led by the ELL Coordinator. There will be a sign-in sheet as well as a completion certificate after the completion of the closely monitored 7.5 hours of ELL training. A copy of the ELL certificate will be placed in each of the participating staff member's file.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
  1. P.S.112 has a strong belief in parents as partners. We believe that there must be open communication between student, school, and parent and a student's success is facilitated by the combined efforts of all three parties. As a result, we strongly encourage parents to be involved in their child's education. Starting in September with Parent Orientations, Meet the Teacher, and Meet the Administrators, parents are encouraged to ask questions, explore, and immerse themselves in the various aspects of their child's academic development.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
  2. There are several Community Based Organizations that have partnered with P.S. 112 Q to provide further support and enrichment for our students. We are partnered with Urban Arts through the Story Studio grant. We also work with the United States Tae Kwon Do Education Foundation. Finally, we have a strong working relationship with City Year.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  3. Parents needs are evaluated though open communication. There are forums to address questions and concerns during the Parent Teacher Association meetings. Further, there are parent workshops where parents provide feedback on the usefulness of the material covered. The most beneficial tool are the parent surveys that allow for anonymity and honesty.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parents are invited to participate in various workshops that target their child's academic learning progress, volunteer work in the school, as well as, workshops that assist parents to engage in fun activities they can do at home as a family.
  - Food Bank of New York - Parents Learn to help their children to prepare for saving money for college and prepare their tax returns. In addition, Parents partake in charity work for the community
  - Cook shop - Students and Parents work together to create a meal that they can cook at home.
  - Cool Culture - Partnerships with Parents to expose them to the City's museums,
  - Learning Leaders - Parents learn how to work together with teachers for the academic success of our children
  - ZONE 126 - Community leaders provide ESL classes for adults in the adjacent school P.S. 204. They also work with parents to increase parental engagement with academics at home.
5. How do you evaluate the needs of the parents?

We evaluate the needs of our Parents during our PTA meetings, Parent/Teacher Conferences, and most importantly during our Parent/Teacher Engagement Sessions held every Tuesday.
6. How do your parental involvement activities address the needs of the parents?

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

### D. Additional Information

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



**School Name: P.S. 112****School DBN: 30Q**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Rafael Campos-Gatjens	Principal		1/1/01
Ms. Christine Britton	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ms. Maria Sierra	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Ms. Jackie Webb	Teacher/Subject Area		1/1/01
Ms. Kirsten Humphrey	Teacher/Subject Area		1/1/01
Mrs. Maria Tzortzatos	Coach		1/1/01
	Coach		1/1/01
Ms. Iris Manners	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **30Q112** School Name: **Dutch Kills**  
Superintendent: **Dr. Comp**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Languages Parents Prefer are:  
Spanish, Bengali, Arabic, Urdu, Chinese, and Pashto.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents our school typically disseminates every year are the School's monthly calendar, parent-teacher conference announcements, after-school program information, extra-curricular activity programs, school community news and events, Parent Orientations, monthly Parent workshops, progress reports, School Culture Assembly events, and letters from classroom teachers which include class trips and classroom curriculum celebrations.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings that school staff will have with parents throughout the year will include , Curriculum Night on September 17, 2015, Parent/Teacher Engagement - every Tuesday at 2:45 - 3:15 p.m., IEP meetings - dates are according to Student's Needs, and Parent-Teacher conferences - November 5, 2015 and March 3, 2016.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

On a school wide level, notices are sent home in the parent's preferred home language. Translations are completed by teachers, staff members, and parent volunteers. Parent meetings consistently provide

opportunities for interpretations in Spanish, Bengali, and Arabic. We will utilize the Language and Translation unit for various document written translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We are in the process of communicating with the DOE contracted vendor "The Big Word" to possibly arrange for on-site interpreters during our school wide events/meetings. In addition, Over-the-Phone interpretation services will be utilized during our parent/teacher engagement sessions for our communication with parents/guardians regarding individual student progress.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During our Professional Staff Development sessions, all staff members will be provided with the information on how to use the translation services and the over-the-phone interpretation service.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

- \* Provide each parent whose primary language is a language other than English with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. They will receive this information in their home language where available.
- \* Post a sign indicating the availability of interpretation services in each of the covered languages in a conspicuous location near the main entrance.
- \* Include in the school's safety plan procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

- \* Ensure that if there are parents of more than 10% of children who speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- \* Inform parents of the Department's website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services

## **Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Ensuring the quality of our language services is critical to communicating effectively with our parents. Therefore, all teachers, staff members, and parent volunteers work in collaboration to rollout the evaluation mechanisms to ensure the successful implementation of the language access initiatives made possible by the Translation & Interpretation Unit. The following surveys are used to gather feedback from parents ...

- Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external language service providers.
- T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit.
- School Survey for Parents – Survey made available to all school-aged parents to assess their child's school, including whether or not the school is communicating with the parent in their native language.
- Monitoring of Multilingual Welcome Poster – Constant monitoring of parents' usage of the multilingual welcome poster visibly posted at the entrance of the facility to gain access of information.

In addition, the Parent Coordinator maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all parents.