



P.S. 012

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 012
ADDRESS: 430 HOWARD AVENUE
TELEPHONE: 718-953-4569
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700010012 **SCHOOL NAME:** P.S. 012

SCHOOL ADDRESS: 430 HOWARD AVENUE, BROOKLYN, NY, 11233

SCHOOL TELEPHONE: 718-953-4569 **FAX:** 718-953-4428

SCHOOL CONTACT PERSON: NYREE DIXON **EMAIL ADDRESS:** NDixon3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nyree Dixon

PRINCIPAL: NYREE DIXON

UFT CHAPTER LEADER: Cherrol Bernard

PARENTS' ASSOCIATION PRESIDENT: Tianna Greene

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN #110

NETWORK LEADER: CHARLENE SMITH

SUPERINTENDENT: RHONDA HURDLE TAYLOR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|---------------------|---|---|
| Nyree Dixon | Principal | Electronic Signature Approved. |
| Cherrol Bernard | UFT Chapter Leader | Electronic Signature Approved. Comments: SLT Core Member Approval |
| Mariela Flores | PA/PTA President or Designated Co-President | Electronic Signature Approved. Comments: Approved |
| Tianna Greene | Parent | Electronic Signature Approved. Comments: Approved |
| Lisa Plowden | Parent | Electronic Signature Approved. Comments: Approved |
| Equaisia Yard | UFT Member | Electronic Signature Approved. Comments: Approved |
| Joseph Attzs | UFT Member | Electronic Signature Approved. Comments: Approved Received 2nd email from NYCDOE to submit CEP. Though we are revising the information it was necessary to submit today since this is past due. |
| Jean Claude Dorelus | UFT Member | Electronic Signature Approved. Comments: Approved |
| Todd Pemberton | Parent | Electronic Signature Approved. Comments: Approved |
| Elaine Lewis | Parent | Electronic Signature Approved. Comments: Approved |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

PS 12 is located in the Ocean Hill/Brownsville section of Brooklyn. This is an area that experienced very difficult socio-economic circumstances over the past several decades. There is very little business activity in the immediate neighborhood. Across the street from the school is the Mt. Ararat Baptist Church.

As of June 2010 we service about 295 students in PreK through grade 5. Though we are a part of District 17 we are geographically located in District 23.

The P.S. 12 school motto says it all: *"Together We Aspire, Together We Achieve"* Our school, P.S. 12, is a community of learners in which all children are encouraged to achieve high academic standards and social success. Our school celebrates diversity and individuality one student at a time. We believe it is essential to foster a safe and orderly environment, maintaining structure and providing each student with a nurturing environment. Our students are empowered to take responsibility for their own learning by recognizing that effort leads to quality work and academic success. Our students are active participants in building a school community that values respect, honesty, positive attitudes and character. All members of the P.S. 12 school community work together as one to create an environment where students and staff and families strive for excellence.

As a community of learners, P.S.12 is committed to promoting academic excellence for all of our students by establishing a safe, orderly and nurturing learning environment. Through our Character Education grant we develop character and social awareness that fosters a positive school culture, ensuring that all students achieve academic excellence through high quality, differentiated and data driven instruction, thereby, developing life long learners, adaptable to the challenges of our evolving technological world.

P.S. 12 looks at the whole child. We offer students instruction by highly qualified teachers and teaching artists who receive ongoing professional development. Our curriculum encourages students to use their higher order and critical thinking skills. All students experience an integrate curriculum that includes the arts and project based learning on a regular basis. P.S. 12's music program includes students in PreK – 5 learning to read music and play various instruments. Our fourth grade students participate a songwriting- NEA grant in partnership with TADA!. Our third grade students work with Creative Outlet's dance program. Our in house drama program is in its first year. The visual arts have arrived! Students in various grades participate in residencies with Studio in a School. We have also received a Learning Technology Grant in which our students aare studying and creating robots.

All parents are encouraged to participate in their child's education. Monthly parent activities and workshops including Girls' Night, Boys to Men Night, ELA/Math Pep Rally Carnival, Parent computer classes, Family Outings and Saturdays Family Days.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | P.S. 012 | | | | | | | | |
| District: | 23 | DBN #: | 17K012 | School BEDS Code: | | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | <input checked="" type="checkbox"/> Pre-K | <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 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 17 | 10 | 18 | | 86.7 | 88.2 | TBD | | |
| Kindergarten | 25 | 46 | 39 | | | | | | |
| Grade 1 | 47 | 46 | 45 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 42 | 44 | 45 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 42 | 33 | 43 | | 88.3 | 82.62 | TBD | | |
| Grade 4 | 46 | 44 | 50 | | | | | | |
| Grade 5 | 59 | 36 | 42 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 87.1 | 82.7 | 96 | | |
| Grade 8 | 55 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 4 | 31 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 11 | 4 | 9 | Recent Immigrants - Total Number: | | | | | |
| Total | 344 | 263 | 291 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | 2 | 1 | 1 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | |
| (As October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| # in Self-Contained Classes | 36 | 19 | 25 | Principal Suspensions | 25 | 5 | TBD | | |
| # in Collaborative Team Teaching (CTT) Classes | 9 | 0 | 3 | Superintendent Suspensions | 30 | 4 | TBD | | |
| Number all others | 13 | 9 | 6 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | CTE Program Participants | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | 0 | 0 | 0 | | |
| | | | | | 0 | 0 | 0 | | |

| | | | | | | | |
|---|---------|--|---------|--|---------|---|---------|
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 17 | 7 | 8 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 0 | 0 | 3 | Number of Teachers | 40 | 31 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 16 | 9 | TBD |
| | | | | Number of Educational Paraprofessionals | 2 | 2 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 40 | 67.7 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 50 | 54.8 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 73 | 77 | TBD |
| American Indian or Alaska Native | 0 | 0 | 0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.2 | 96.9 | TBD |
| Black or African American | 89.2 | 85.6 | 82.5 | | | | |
| Hispanic or Latino | 10.2 | 12.9 | 15.8 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.3 | 0 | 0.3 | | | | |
| White | 0.3 | 0 | 0.3 | | | | |
| Multi-racial | | | | | | | |
| Male | 49.1 | 52.5 | 50.9 | | | | |
| Female | 50.9 | 47.5 | 49.1 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I | | | |
| Years the School Received Title I Part A Funding: | | <input type="checkbox"/> 2006-07 | | <input type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | |
| | | | | | | <input checked="" type="checkbox"/> 2009-10 | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: | | If yes, area(s) of SURR identification: | | | | | |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|----------|----------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | - | - | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | - | - | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 3 | 3 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|---|
| Overall Letter Grade | A | Overall Evaluation: | √ |
| Overall Score | 88.5 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | √ |
| School Environment (Comprises 15% of the Overall Score) | 6.9 | Quality Statement 2: Plan and Set Goals | √ |
| School Performance (Comprises 25% of the Overall Score) | 18.6 | Quality Statement 3: Align Instructional Strategy to Goals | √ |
| Student Progress (Comprises 60% of the Overall Score) | 60 | Quality Statement 4: Align Capacity Building to Goals | √ |
| Additional Credit | 3 | Quality Statement 5: Monitor and Revise | √ |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

P.S. 12 was identified as a School Under Registration Review (SURR) school in January 2006. Nyree Dixon, principal, was brought in changed the focus to data inquiry, professional development and aligning data to instruction which were the most serious areas of need. Causal factors were isolated so that the school could learn from its data and move forward towards becoming a school of excellence. A redesign plan was written and followed with fidelity. In September 2008, P.S. 12 opened its doors as a true elementary school servicing students in grades Pre-K through Grade 5. As a result, in 2009, P.S. 12 was removed from both the SURR and SINI lists. We are now a SCHOOL IN GOOD STANDING. An analysis of the newest data shows that ELA is still our weakest link. The percentage of students scoring Level I on the ELA exam decreased from 13.7% to 5.6%, and the percent of students scoring Level 3 and 4 increased from 31.6% to 58.9%. The percentage of students scoring Level 3 and 4 in Mathematics has increased from 58.7% to 92% we had no students scoring Level 1. For the 2010-11 school year, approximately 50% of P.S. 12's teachers have either less that five years experience or are new to P.S. 12. Though the numbers show an increase in student achievement, we acknowledge that there is still a lot of work to do in ELA and that we must still continue to look at ways to improve the number of Level 3 and 4 in Math. P.S. 12 must still address how to continue this momentum of improved achievement for the overall school and in particular our Special Needs students. We realize that in order to improve student achievement we must address instruction throughout the school from Pre-K through 5 and in all subject areas. We also realize a large factor that is affecting the student learning in a positive way is teacher teams and planning. We have developed grade leaders and master staff who can support the grades; however, the staff as a whole must implement grade planning and data inquiry work weekly in order to create grade maps and curriculum for the upcoming school year. The implementation of Treasures as our literacy program and our continuation of Everyday Math for our math program should allow for a progressive momentum of student progress. Lastly, the use of pre and post tests and aligning the student data to instruction will enhance the teaching and learning.

P.S. 12 now houses approximately 264 students in grades Pre-K -5 with a proportionate number of special education classes.

The Quality Review of November 2006 gave P.S. 12 an overall rating of "undeveloped with some proficient features. The hard work of the P.S. 12 staff raised the rating of the Quality Review for the 2007-08 school year to "Proficient". P.S. 12 staff members continued to analyze data and look at each individual student which helped us maintain a rating of "Proficient" on the 2008-09 Quality Review.

Though the progress report for 2006-07 gave the school an overall rating of a D, there were commendable proficiency gains in both English Language Arts and Mathematics for both Special Education students and Black students who are in the lowest third. The overall score was 33.3. Sadly, we did not meet our target for the 2007-08 school year when we received 38.2 which resulted in another D. P.S. 12's staff realized that we needed to work harder and smarter with our students. We were very pleased when we scored 88.5 on the 2008-09 progress report and received an A. With the renorming of the ELA and Math State exams many of our students who would have scored a Level 3 or Level 4, scored Level 2 or Level 3. This resulted in a progress report score of a B. The general consensus of the staff is that our work has just begun. The data tells us that our students are making progress however the staff has acknowledged that we must now raise the bar on the work we are doing and continue to dig deeper and continue to raise our students' scores and self esteem.

P.S. 12's efforts to improve the response to the Learning Environment Survey did show a marked increase in our scores in comparison to other city schools. Analysis of past years' surveys showed an overall concern regarding Safety and Respect and Communication. However, we are aware that attendance places a major part to learning. We are addressing these issues through School Messenger and our newly developed school website: www.PS12brooklyn.org to additionally communicate with our students' homes along with the mailing and backpacking of all important information. Our school safety team has actively been addressing safety and respect issues at P.S. 12. Recommendations from the team are taken under advisement and viable ones are being implemented. In comparison to previous years' surveys, this past year's survey shows that we have made progress in all areas. Our 2009-2010 Progress Report Survey shows the School Environment is 5.4 out of 15. We are aware that our attendance for last year was 88.1% which has had a major effect on the School Environment overall score.

The school community believes that our students are capable of achieving and that when their needs are met progress is evident. Analyzing and using data supports instruction based on individual student needs, thereby improving student achievement.

A comprehensive review of student performance deficits in the areas of most need indicates a severe lack of basic literacy skills from Kindergarten through Grade 2. ECLAS2 results reveal that it is essential to analyze the needs of young readers in the acquisition of phonemic awareness, phonics, fluency, vocabulary development, spelling and text comprehension. Though there is some valid data derived from ECLAS2, PS 12 has joined the pilot program of Work Sampling Systems (WSS). Our early childhood teachers are finding that the use of WSS is giving them more comprehensive data and a deeper understanding of their students' strengths and needs. Standardized assessments in grades 3-5 show a need for support in reading comprehension and writing. Chief among them are writing skills, comprehension strategies, and using prior knowledge to make connections that enhance understanding – text to self, text to text, text to world.

We now have Data Inquiry Teams on each grade PreK-5. These teams look carefully at student's data and recommend various approaches to meet the students needs. All PS 12 students participate in a balanced literacy approach to ELA through readers and writers workshop. Students are engaged in readers and writers workshops as well as a word study period. During readers workshop (55 minutes) students are immersed in quality literature as a means of learning the strategies and skills to make them life long readers. Students are taught a skill or strategy which they practice during the work period. Teachers work with small groups or individual students through guided reading and/or conferencing. Teachers in grades Pre K – 2 are using the Treasures program to enhance student literacy. Writer's workshop (55 minutes) consists of the teacher modeling a writing technique, students examining mentor texts from prominent authors and incorporating these practices into their writing. During the work period, teachers work with small groups or individual students to improve their writing skills. An additional 30 minute period for ELA skills is incorporated into the daily schedule. During this period, students in grades Kindergarten – 1 use Sadlier Oxford Phonics to develop

phonemic awareness and phonetic skills. In grades 2 – 5 this period is used for vocabulary building including understanding root words for the decomposition and construction of words.

All teachers have participated in professional development on how to use ARIS in their data analysis. Conversations about data are common to be seen between our Data Specialist, Instruction Specialists, teachers and the administration. The data on each child is assessed and evaluated weekly and monthly.

At the end of each workshop students share their work with their classmates. During these periods students are engaged in accountable talk. Progress of students' reading and writing is tracked and celebrated throughout the year. Students who are still not meeting the standards are referred to the AIS team for further services. Push-in, pull-out services are provided by teachers who go into the classroom and support the classroom teacher in delivering instruction. Identified students are pulled out of the classroom individually and/or in small groups and their academic deficiencies are addressed by teachers, administrators, and/or parent volunteers (trained Learning Leaders). Educational assistants work with students under the supervision of certified teachers. All at-risk students are mandated to attend the 37.5 minutes extended day. Students in grades 3-5 who are identified as Level 1 or Level 2 will be strongly encouraged to attend the after school test prep classes.

The entire school community receives consistent, high quality professional development so that instruction is aligned to the standards, curriculum and student needs as prescribed by analysis of students' data. Teachers are able to communicate clear and accurate learning goals for each student. The teachers engage in planning and preparation for differentiated instruction by differentiating content, process and product as evidenced by flexible grouping, a range of products and a variety of activities. With the use of Renzulli Learning teachers are able to assign different assignments to each child based on their interests, learning styles, and needs.

Teachers use a range of assessment tools to assess and monitor students' learning. These tools include but are not limited to: NYS ELA and Math exams, Predictive ELA and Math exams, Everyday Math unit tests, Treasures unit tests, Work Sampling System, DRA, running records and conferencing notes. Based on the analysis of hard and soft data, teachers use a variety of instructional approaches to meet student needs.

When a school has a safe and orderly environment, student attendance increases. Students will understand that their academic, social and emotional needs are met when they come to school. A culture of high academic expectations encourages students to believe in their ability to achieve.

To support these efforts to improve we need to address the quality of instruction, materials, professional development and the retention of our highly qualified teachers. We must also address our students' instructional, social/emotional needs and health needs.

Students are encouraged to attend academic/test preparation programs after school. Using the workshop model and AIS programs students receive differentiated small group and individual instruction based on the analysis of their needs.

Teachers are included in decisions regarding materials used in their classrooms. They participate in on and off site professional development for behavior management, literacy, mathematics, science, social studies and the arts. Professional development is provided through modeling, curriculum planning, data analysis, inter-visitations and attendance at conferences and workshops. We will continue to provide the abovementioned professional development opportunities with the primary focus being on improving student achievement. The results of a needs assessment of teacher needs as well as student needs will be considered when planning future professional development.

It is a strong belief at P.S. 12 that we must address the needs of the whole child and that children learn in a variety of ways. Therefore, the arts are an integral part of P.S. 12. We have a certified drama teacher. Additionally we have maintained our partnerships with Studio in a School and TADA!

We understand the necessity of parent involvement for the success of our students. Therefore, parents are invited to attend many of our professional development activities. Additionally we host workshops geared specifically toward our parents through Learning Leaders Organization and PS 12 Staff.

We are proud of our many accomplishments and celebrate each and every one of them. Teachers are applying for grants, several of which we are awaiting announcements. Data has become the center of all conversations regarding students. This includes academic, attendance, as well as social emotional issues. All pedagogues and parents are learning how to access and understand both ARIS and Acuity to help improve student achievement. Unfortunately, many of our families do not have computers at home and find it difficult to log on to these systems. In order to accommodate these parents we have set up computers for their use. We even have Adult Basic Education/GED classes housed at our school. Though few parents have taken advantage of this opportunity, several community members are working toward their Adult Basic Education/GED. It is our hope that as the face of the community changes, it will have a positive outcome for P.S. 12.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

| Annual Goal | Short Description |
|---|---|
| <input type="checkbox"/> By <input type="checkbox"/> June 2011, All Student subgroups will improve their ELA performance by <input type="checkbox"/> 5% as measured by the Instructionally-Targeted Assessments (Acuity) and NYS ELA exams. | <input type="checkbox"/> <input type="checkbox"/> By June of 2011, the number of students in grades 3, 4, and 5 performing at Levels 3 and 4 will be increased by 5% as measured by the NYS ELA exam and interim assessments. |
| <input type="checkbox"/> By June 2011, at least 75% of P.S. 12's staff will differentiate instruction for our students as measured by observation reports and walkthroughs. <input type="checkbox"/> | <input type="checkbox"/> Teacher observation reports and/or walkthroughs will identify evidence that at least 75% of P.S. 12 staff members are using differentiate instruction based on student profiles for learning styles, interests, and readiness. All students will be studying the same content however, the method and depth of instruction will be based on the abovementioned areas. |
| <input type="checkbox"/> By June 2011 the number of students and teachers using technology for educational purposes will increase by 20% as measured through observation and an increase of requests for technology tools in the classroom. | <input type="checkbox"/> <input type="checkbox"/> Students and teachers at P.S. 12 will become more tech saavy. Evidence will be observed through students' use of word processing for all published work, use of on-line testing, evidence of research using the web as well as evidence of students' exploring use of technology in robotics, science exploration. More teachers will use SmartBoards, various projectors and audio devices for their lessons. |

| | |
|---|---|
| | interests and curriculum studied in class. |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i> | <input type="checkbox"/> <input type="checkbox"/> Tax Levy and Title I for teacher training and workshops. Tax Levy for differentiated materials. |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> <p>Students' engagement is evident. Students are working on appropriate levels. Teachers know how they can support student learning through their teaching and allow for best practices; Student writing, student portfolios and Assessment binders are well maintained and show growth; Class projects, grade-wide community building and sharing of best practices show differentiation based on students. Document school community building and learning. Photo collages documenting differentiated student learning communities throughout school; Teachers and other support personnel are more familiar with and use strategies that create a climate where students and parents feel a sense of achievement and belonging; Assess students' learning styles and interests levels;</p> <ul style="list-style-type: none"> • Identify students' learning profiles; • Engage in effective planning and preparation for instruction that is highly-differentiated, i.e. differentiating content, process and product; • Communicate clear and accurate learning goals to students; • Recognize individual student pacing; • Provide a range of activities that support and extend learning; • Acknowledge students' individuality; • Carve out time for personal reflection on success as measured by groups created as a result of pre-assessments, students' work and improved performance on local and national - formative and summative assessments, teachers' written reflection, students' written reflection, students' portfolios and administrative observation reports; |

| | |
|--|--|
| | |
|--|--|

**Subject Area
(where relevant) :**

Technology

| | |
|---|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By June 2011 the number of students and teachers using technology for educational purposes will increase by 20% as measured through observation and an increase of requests for technology tools in the classroom.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/> There will be an increase of availability of technology to classroom teachers. (laptops, Smartboards, projectors) Students in grades 3, 4, and 5 will participate in robotics as part of the Learning Technology Grant. Students will use computers to produce student work. Students will be taught how to read text off the computer screen. Student will become comfortable taking assessment on the computer and receiving immediate feedback.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Tax Levy, NYSTL, Learning Technology Grant, Title I</p> |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

□

Teachers will:

Use laptops and LCD projectors as part of at least 50% of their lessons.

Use streaming and video clips to enhance their teaching.

Use the Smartboard for interactive learning.

Use computer programs to help organize their lesson plans.

Use computer programs that are a part of Treasures, Science and Social Studies programs as part of their teaching.

In grades 3, 4, and 5 use the internet as part of their research.

In grades 3, 4, and 5 work with their students in use of "Mindstorms" by Legos to build robots.

Students will:

Use laptops and printers to publish pieces of writing.

Know how to set up projectors and laptops for viewing computer programs.

Be able to use computers for instruction and not just for entertainment.

Be able to read text from computer monitors.

Take assessments on the computer.

Interactively use Smartboards.

Explain how they are doing what they are doing.

Explain the mechanics of robotics.

Be able to build robots using sensors.

Use the internet for research and write reports of information in their own words using the research found on the internet.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 15 | 10 | N/A | N/A | 7 | | 7 | 5 |
| 1 | 12 | 3 | N/A | N/A | 6 | 1 | 11 | 8 |
| 2 | 22 | 15 | N/A | N/A | 10 | 6 | 8 | 14 |
| 3 | 31 | 30 | N/A | N/A | 10 | 3 | 10 | 12 |
| 4 | 16 | 16 | 3 | 8 | 8 | 3 | 8 | 7 |
| 5 | 18 | 14 | 10 | 8 | 12 | 2 | 6 | 7 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | <p><input type="checkbox"/></p> <p><input type="checkbox"/> Academic Intervention is provided during the school day. Our class size has been reduced in all grades which provides individualized and small group instruction. Most students receive intervention during the 37.5 minutes however, we also include a push in/pull out program from students receiving AIS. With our new literacy program, Treasures by McGraw Hill the students are able to work on the same topic yet receive a different type of material using the at level, beyond and at risk level. Grade 1 is using Triumphs and basic phonics in grades PreK-1. Grades 2-5 is using the Treasures program and Wilson as well as small group. We have implemented a new AIS Program for a diverse group of learners in an after school AIS program called Lead 21 which allows the students to learn rich non-fiction material through a variety of multiple intelligence learning. Furthermore, the entire 3rd-5th grade is part of a new Pilot Program which uses technology and student levels to provide additional support both at home and in school. This program is called EPath through People's Education which focuses on all four content areas: ELA, Math, Science and Social Studies. Lastly, at risk students will receive one to one/small group instruction on the mastery of test taking skills and test sophistication to better prepare them for the upcoming exam. The test sophistication allows for the child to identify the problem area and work on remediation with their teacher.</p> <p>Finally, with the use of document based questions and an analysis of the student writing the AIS providers will provide set models and representations of what level 3 and level 4 type writing looks like and sound like. Academic Intervention is provided in mathematics as well as science and social studies using the skills and strategies needed to ensure our students receive the support needed for comprehension and processing purposes.</p> |
| Mathematics: | <p><input type="checkbox"/> Small group instruction and/or one to one tutoring using alternate materials, various manipulatives and alternate reinforcement materials. Service is provided during the school day and after school. Reduced class size</p> |
| Science: | <p><input type="checkbox"/> Small group and one to one instruction using hands on materials. Service is provided during the school day and after school. Reduced class size</p> |

| | |
|--|--|
| Social Studies: | <input type="checkbox"/> Small group and one to one instruction using alternate materials. Service is provided during the school day and after school. Reduced class size. |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> Guidance Counselors and Service Providers provide the students with a comfortable setting. The use of communication, games and self building activities as well as mediation methods are used to work with small groups and students individually. Furthermore, the family connection is crucial to the student services. Parents/guardians play a major role in reducing the level of anxiety, pain and hurt some of our at risk social emotional students receive. Thus a communication log is kept by all social emotional team members and discussed at bi-weekly meetings every month. |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> The school phsycologists may observe the student in their natural setting and allow for the child to express their feelings at that time. The use of small group, one to one and mediation type settings are explored. The use of games and technological activites using multiple intelligences are used for behavior modification or to support the child. The psychologist will work with both the teacher/s and families to develop a Behavior Intervention Plan (BIP) and try to provide support first by creating a two week, four week, six week plan before the student is considered in need of a more restrictive environrment. In collaboration with the team the psychologist will give their clinical review and continue to support the child, teacher until a solution is determined and there is closure for the child at risk. Furthermore, the team may determine to bring this child to the Response to Intervention Team Leader to explore more options before a final decision is made. |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> The social worker uses the family to gather information while also working alonside the students. The social worker examines the social aspect of the behavior and various triggers which will cause the situation to escalate. The social worker keeps a daily log and anecdotal of the service provided and ensures there is follow through on a weekly basis while also communicating with the other service providers for updates and cohesive learning. |
| At-risk Health-related Services: | <input type="checkbox"/> Asthma education is given to students at risk of having asthma |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

1st, 3rd, 4th, 5th

Number of Students to be Served:

LEP 11

Non-LEP 0

Number of Teachers 0 - We have an ELL teacher

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Part II: ELL Identification Process:

Question 1: Upon registration each parent must complete the Home Language Identification Survey. The surveys are processed and students who may qualify for ESL services are given the LAB-R. This screening is done by our Data Specialist and ELL teacher. The ELL teacher and instructional specialists administrate and evaluate the NYSESLAT exams.

Question 2: Our ELL teacher and those responsible for translation explain the various options for parents of ELL students. It is explained in detail that if they should choose any option other than Freestanding ESL, their child would be required to go to another school.

Question 3: The Parent Survey and Program selection forms are backpacked and mailed directly to each student's home. Should we not receive the completed form, the parent is called to come to the school.

Question 4: Any parent who decides to keep their child in PS12 must accept the Freestanding ESL program as this is the only program offered in our school.

Question 5: Very few parents choose to send their children to other schools. Most parents accept the program we offer at P.S. 12,

Question 6: Programs offered at P.S. 12 are aligned with the parents' requests.

Part III: ELL Demographics:

Question 1 a: We use a push-in model.

b Groups are mixed heterogeneously as the ELL teacher pushes in to the classes and there are various levels in each class.

Question 2: Since the ELL teacher pushes in to the classrooms, she is assigned to each room the appropriate amount of time to meet each students required times.

Question 3: The ELL teacher pushes in during various times of the day thereby pushing during all content areas. As a push in if necessary she is able to explain the content in the student's native language.

Question 4: a. N/A

b. Newcomers receive instruction based on their needs. Some students need more listening center time, others need more conversational time. The needs of all students are met through our differentiated instruction.

c. The needs of the students receiving service 4 to 6 years are carefully examined. The data is disaggregated to verify as whether the issue is based on a language deficit or an instructional deficit.

d. N/A

e. Services to ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs.

Question 5: The ELL teacher works closely with the teachers providing the ELL students with AIS services. Together they plan how best to meet the needs of each student.

Question 6: Once a student scores proficient on the NYSESLAT, the student receives additional time on their state exams. If they begin to have difficulty with their studies, the ELL teacher meets with them to dispel and confusion.

Question 7: All of P.S. 12's programs are continually being evaluated as to whether they are meeting the needs of our students. Should any program be deemed as to not meeting their needs, a team of teachers evaluate various programs and decide what changes should be made.

Question 8: At this time no ELL programs are being discontinued.

Question 9: All ELL students are considered a part of the P.S. 12 school community and participate in all activities.

Question 10: P.S. 12 has purchased books and instructional materials such as books on tapes and Leap Frog to help supplement the other materials students use in class.

Question 11: N/A

Question 12: Yes

Question 13: Our new students enroll in September other than Pre-K and Kindergarten.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional Development and Support for School Staff

Question 1: We have one ELL teacher who will attend all available professional development session from the DOE and/or our Empowerment Support that is applicable to elementary school students.

Question 2: Teachers of students transitioning into middle school contact the new school and provide them with the necessary information about each ELL student. They try to arrange visitations for the students and parents.

Question 3: Embedded in all of our professional development are strategies that would work for ELL students as well as those at risk. When purchasing materials educators are consulted so as to make sure that all students have the appropriate materials.

Section III. Title III Budget

—

School: P.S. 12

BEDS Code: 331700010012

| Allocation Amount: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | 0 | <input type="checkbox"/> We do not receive Title III funds. |
| Purchased services | 0 | <input type="checkbox"/> We do not receive Title III funds. |

| | | |
|---|----------|---|
| - High quality staff and curriculum development contracts | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | 0 | <input type="checkbox"/> We do not receive Title III funds. |
| Educational Software (Object Code 199) | 0 | <input type="checkbox"/> We do not receive Title III funds. |
| Travel | 0 | <input type="checkbox"/> We do not receive Title III funds. |
| Other | 0 | <input type="checkbox"/> We do not receive Title III funds. |
| TOTAL | 0 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Assessment of P.S. 12's written and oral interpretation needs is done primarily through the Home Language Survey form that is completed upon registration. Though not all students necessitate ESL instruction, we do keep a record of homes where English is not the primary language.

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

The primary languages spoken at PS 12 are English, Spanish, and Haitian Creole. All letters and notices are translated into the appropriate language for non-English speaking parents and care givers. These findings were reported at the first PTA meeting of the year. When oral translation is needed we use school personnel or when necessary we use parents.

Part B: Strategies and Activities

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

All important notices are sent in the home language. Letters are translated by school personnel; however, should it be necessary we will use the NYCDOE Translation Services Unit to translate our letters and notices into the various languages spoken at PS 12. We will have a translator, from the Translation Unit, on site to assist parents when necessary.

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

□

We have many school staff members that are able to assist our parents with oral interpretation. If interpretation is needed a member of the staff is asked to interpret for the parent. Should no one be available we ask a parent volunteer to assist us.

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

□

At the beginning of the school year and/or at the time of registration parents are notified in writing of their right to receive notices in their home language. Additionally, signs are posted in the main entrance and the office informing parents of their rights .

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|-----------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$311,027 | \$33,717 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$3,111 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$15,552 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$31,103 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
99%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A All teachers are highly qualified. There is one teacher that did show as Not Highly Qualified since the teacher changed licenses this past year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

PS 12 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

 - that parents are encouraged to be actively involved in their child’s education at school;

 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 12 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Host a Title I Parent Evening and Morning for all parents to have the opportunity to attend.

- Distribute the Parent Compact and all parent notices by November 30, 2010.

- 2. P.S. 12 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Parent meeting to inform parents of school initiatives and survey parent needs.
 - Hold Workshops on upcoming exams and opportunities for the parents to observe classes in session

- 3. P.S. 12 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Science Family Night with Iridescent Learning, Family Night Celebration for Academic Achievement, Gender Nights, Test Preparation and Assessment, Curriculum Night.

- 4. P.S.12 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Parents on the PTA will participate in school walkthroughs and learning walks. This will enable parents to have a clear understanding of how needs are met and assess for the upcoming school year.

- 5. P.S.12 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.
- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by: Implementation of automated phone broadcasts providing important information about emergencies or school events to parents homes, Implementation of new school website to provide parents with up to date announcements, school calendar, events and links to educational websites.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the P.S12 on November 1, 2010 and will be in effect for the period of 3years. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the P.S12 on June 30, 2006 and will be in effect for the period of 3years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2006.
 Accepted September 2009

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

A comprehensive needs assessment is based on student performance on Pre and Post Treasures exams in literacy, pre and post mathematics exams, RAI, MAI, ECLAS2, Work Sampling, the NYS ELA, Math, Science and Social Studies state exams as well as the interim assessments, portfolios and teacher assessment. Based on this data we determine which students receive academic intervention services as well as the types of professional development our teachers need to improve student achievement.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

All students regardless of socio-economic lunch status receive opportunities to meet NYS proficiency levels. These include reduced class sizes, academic intervention services as determined by individual assessments and after school programs in remedial literacy, literacy through educational technology and test preparation programs.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

All students at PS 12 are invited to attend our after school programs. Students that receive a Level 1 on the state exams are mandated to attend our summer programs. P.S. 12 uses the workshop model for instruction in all core curriculum areas. This model allows teachers to provide small group and individual guided instruction to all students. Students at risk of not meeting the standards are offered additional academic intervention services in the form of pull out and push in programs.

o Help provide an enriched and accelerated curriculum.

□ Student data is tracked monthly and teachers develop individual education plans for each of their students either it as enrichment or remediation. All of our students are encouraged to participate in after school and weekend enrichment activities. Reduced class sizes enable

our students to receive direct instruction based on the level of each student. Teachers use guided instruction in all curriculum areas. Differentiated instruction allows for teachers to meet the needs of the struggling learner as well as the accelerated learner.

- o Meet the educational needs of historically underserved populations.

- Over 90% of P.S. 12's students could be classified as historically underserved populations. To meet the students' needs and those of their families we house a GED program for community members. Students are exposed to experiences that were not afforded to members of this population. We let ALL students know that they are expected to go to college and that we will make sure they are educationally ready for their next step.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Differentiated instruction allows us to address the needs of all of our students. Title I funds are used to maintain lower class sizes, assure that the students have any supplies needed to do their school work. Students in need receive academic intervention services, counseling and one on one time with staff members.

- o Are consistent with and are designed to implement State and local improvement, if any.

- All staff members are required to know Chancellor's regulations and New York State Standards. Lessons are designed to align with the standards.

3. Instruction by highly qualified staff.

-

All teachers are highly qualified to teach their particular subject and or grade. This information is based on the data generated by the New York State BEDS.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

-

A professional development menu is developed based on the needs of our teachers and their students. Teachers are empowered to take ownership of their professional development. Teachers are polled to see what methodologies and types of professional developments worked and what did not work. Professional development is differentiated to build capacity as well as meet the needs of the teachers and students.

Instructional Specialists are required to model, show effective practice, work with teachers in small groups and one on one. They are well versed on the materials available at P.S. 12 as well as new materials to be purchased that will augment student learning. The professional

development team evaluates the professional development offered and its delivery. We develop a variety of series of professional development with each series consisting of a minimum of 3 workshops. Teachers are given options to improve their instruction based on their needs and interests. Some of these options will be provided through the Empowerment CFN #4, consultants, and instructional specialists and/or administrators. An analysis of student needs drive the priority of the professional development menu. Present priorities include: Behavior management, guided instruction (guided reading, guided writing, guided math), lesson planning, questioning techniques to improve critical thinking and differentiated instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

As the need arises to attract highly qualified teachers to P.S. 12 we are particular as to who is chosen. We attend job fairs and look on the NYCDOE Open Market system to choose teachers that will be an asset to our school. Perspective teachers' interviews include a demonstration lesson and submission of a unit of study. They learn of the NYCDOE and P.S. 12 support systems in place for high quality professional development as well as in class support.

6. Strategies to increase parental involvement through means such as family literacy services.

At PS 12 we continue to examine the needs of our parents and offer workshops and activities that would meet these needs. Many of our parents have negative feeling toward school and we work hard to make parents understand their role as a partner in their children's education. Positive experiences for our parents will continue. Once the parents feel non-threatened they will become willing participant in our many parent and family oriented activities.

We have also instituted a GED program for parents and community members.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Currently PS 12 has one full day Pre-K class. Students from our Pre-K are introduced to the Kindergarten teachers and visit the kindergarten classes throughout the year. Children who attend other pre school programs are invited to visit our early childhood classes in order to acclimate themselves to the transition from pre school or private Kindergarten into PS 12.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers receive professional development on the benefits of the ARIS and Acuity systems. Additionally, students in grades 2 – 5 will take assessments through Edperformance. We will continue to use running records and teacher made assessments to provide data on student achievement. Teachers in K-3 continue to use ECLAS2 and the ARIS system to help evaluate student strengths and weaknesses. The results of all assessments will be analyzed. Teachers of students in all grades will learn how to evaluate the data they receive from the various assessments and how to use that data to drive instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

Students who have not mastered proficiency or advanced levels will be identified and will receive a variety of academic intervention services. These include but are not limited to: after school test prep/sophistication programs, and receiving in school AIS. All classes have reduced class size allowing for an increased amount of small group and individual guided instruction. Portfolios are kept for all students. Data from state exams and interim assessments is analyzed and educational plans devised.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

PS 12 looks at the whole student and all the resources available to support student achievement. Students at PS 12 receive breakfast, and lunch.. We will continue to have speakers from various agencies to encourage our students to understand the value of education and achievement. We work closely with the Department of Health to assure that our students receive health care.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (<i>i.e.</i> , Federal, State, or Local) | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>) | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. |
|--------------|--|--|--|---|
|--------------|--|--|--|---|

| | | Yes | No | N/A | | Check(x) | Page#(s) |
|--|--|-----|----|-----|--|----------|----------|
| | | | | | | | |

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 P.S. 12 is a Title I SWP School we do not receive Title I Targeted Assisatance.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A
4. Coordinate with and support the regular educational program;
 N/A
5. Provide instruction by highly qualified teachers;
 N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 N/A
7. Provide strategies to increase parental involvement; and
 N/A
8. Coordinate and integrate Federal, State and local services and programs.
 N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
07
2. Please describe the services you are planning to provide to the STH population. We realize that students in the Students With Temporary Housing population have needs that are different than many of our other students. The School Based Support Team are aware of who these students are and give them the extra care and counseling that they require. Additionally, very often this population does not come to school with the necessary supplies for learning. Therefore, we supply the necessary school supplies for all students so that those in this population do not feel different from our other students. We also ensure we have school uniforms and when we have school wide trips every child no matter of their socio economic level are in attendance provided by the school.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_17K012_102810-142402.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|----------------------------|
| Network Cluster CFN #110 | District 17 | School Number 012 | School Name P.S. 12 |
| Principal Nyree Dixon | | Assistant Principal N/A | |
| Coach Norene Lieberman | | Coach Petra Tidd | |
| Teacher/Subject Area J.C. Dorelus | | Guidance Counselor Kymerly Beradi | |
| Teacher/Subject Area Richard Whitehall | | Parent Tiana Greene | |
| Teacher/Subject Area Thalia Wright | | Parent Coordinator Gladys Thom | |
| Related Service Provider Theodell Blake | | Other type here | |
| Network Leader Dr. Charlene Smith | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 6 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 269 | Total Number of ELLs | 12 | ELLs as Share of Total Student Population (%) | 4.46% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Question 1: Upon registration each parent must complete the Home Language Identification Survey. The surveys are processed and students who may qualify for ESL services are given the LAB-R. This screening is done by our Data Specialist and ELL teacher. The ELL teacher and instructional specialists administrate and evaluate the NYSESLAT exams.

Question 2: Our ELL teacher and those responsible for translation explain the various options for parents of ELL students. It is explained in detail that if they should choose any option other than Freestanding ESL, their child would be required to go to another school.

Question 3: The Parent Survey and Program selection forms are backpacked and mailed directly to each student's home. Should we not receive the completed form, the parent is called to come to the school.

Question 4: Any parent who decides to keep their child in PS12 must accept the Freestanding ESL program as this is the only program offered in our school.

Question 5: Very few parents choose to send their children to other schools. Most parents accept the program we offer at P.S. 12,

Question 6: Programs offered at P.S. 12 are aligned with the parents' requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K* 1* 2* 3* 4* 5*
6● 7● 8● 9● 10● 11● 12●

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 0 | 1 | 0 | 4 | 3 | 4 | | | | | | | | 12 |
| Total | 0 | 1 | 0 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 12 | Newcomers (ELLs receiving service 0-3 years) | 8 | Special Education | 4 |
| SIFE | | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | |

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 special education.

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------------|----------------------------|----------------------------|--------------------------|-----------------------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 |
| Dual Language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 |
| ESL | <input type="checkbox"/> 8 | <input type="checkbox"/> | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> | <input type="checkbox"/> 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 12 |
| Total | <input type="checkbox"/> 8 | <input type="checkbox"/> 0 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 0 | <input type="checkbox"/> 3 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> 12 |

Number of ELLs in a TBE program who are in alternate placement:

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 |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 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 | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | | 1 | | 4 | 2 | 2 | | | | | | | | 9 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | 1 | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | 1 | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 1 | | | | | | | | | 1 |
| TOTAL | 0 | 1 | 0 | 4 | 3 | 4 | 0 | 12 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Question 1 a: We use a push-in model.

- b. Groups are mixed heterogeneously as the ELL teacher pushes in to the classes and there are various levels in each class.

Question 2: Since the ELL teacher pushes in to the classrooms, she is assigned to each room the appropriate amount of time to meet each students required times.

Question 3: The ELL teacher pushes in during various times of the day thereby pushing during all content areas. As a push in if necessary she is able to explain the content in the student's native language.

Question 4: a. N/A

b. Newcomers receive instruction based on their needs. Some students need more listening center time, others need more conversational time. The needs of all students are met through our differentiated instruction.

c. The needs of the students receiving service 4 to 6 years are carefully examined. The data is disaggregated to verify as whether the issue is based on a language deficit or an instructional deficit.

d. N/A

e. Services to ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs. Paste response to questions 1-4 here

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

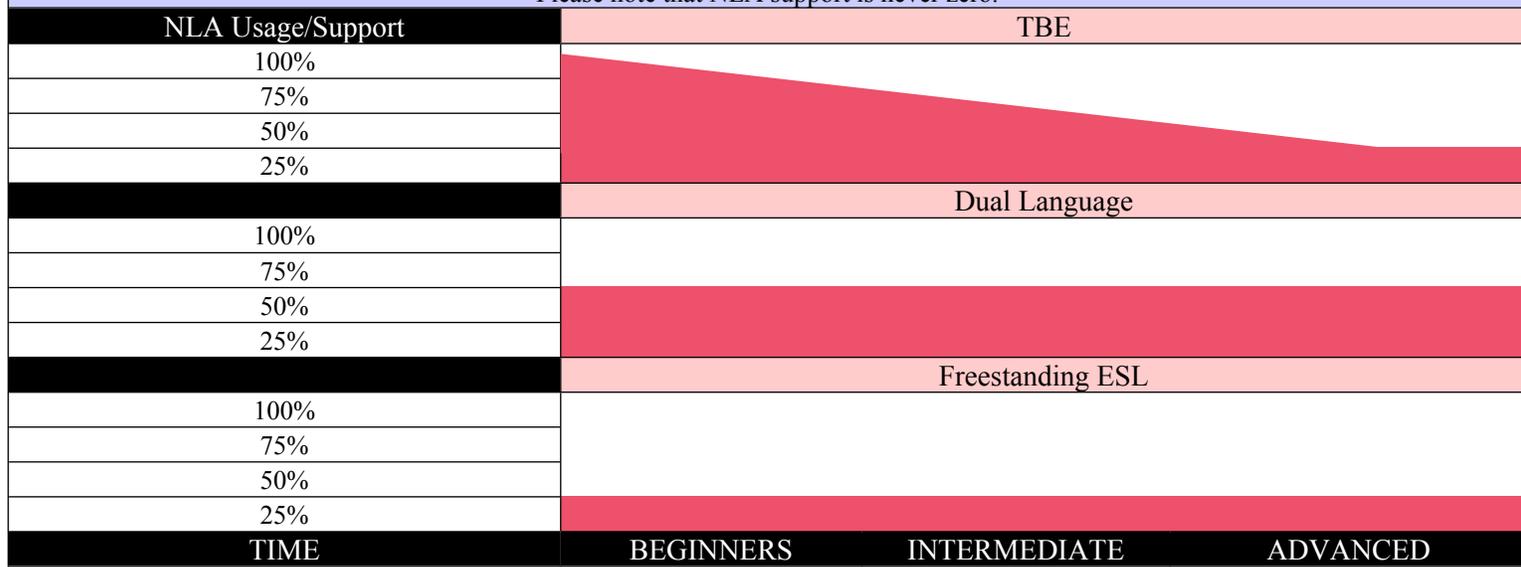
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Question 5: The ELL teacher works closely with the teachers providing the ELL students with AIS services. Together they plan how best to meet the needs of each student.

Question 6: Once a student scores proficient on the NYSESLAT, the student receives additional time on their state exams. If they begin to have difficulty with their studies, the ELL teacher meets with them to dispel and confusion.

Question 7: All of P.S. 12's programs are continually being evaluated as to whether they are meeting the needs of our students. Should any program be deemed as to not meeting their needs, a team of teachers evaluate various programs and decide what changes should be made.

Question 8: At this time no ELL programs are being discontinued.

Question 9: All ELL students are considered a part of the P.S. 12 school community and participate in all activities.

Question 10: P.S. 12 has purchased books and instructional materials such as books on tapes and Leap Frog to help supplement the other materials students use in class.

Question 11: N/A

Question 12: Yes

Question 13: Our new students enroll in September other than Pre-K and Kindergarten.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Question 1: We have one ELL teacher who will attend all available professional development session from the DOE and/or our Empowerment Support that is applicable to elementary school students.

Question 2: Teachers of students transitioning into middle school contact the new school and provide them with the necessary information about each ELL student. They try to arrange visitations for the students and parents.

Question 3: Embedded in all of our professional development are strategies that would work for ELL students as well as those at risk. When purchasing materials educators are consulted so as to make sure that all students have the appropriate materials.

E. Parental Involvement

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

Question 1: All parents including ELL parents are included in our parent involvement activities. We host parent/child activities, as well as parent workshops. We are also hosting a GED program that is open to the community.

Question 2: No

Question 3: The needs of the parents are evaluated through parent surveys and conversations with our Parent Coordinator, SLT members and PTA members.

Question 4: When planning our parent involvement activities we look at the surveys and listen to our parents as to how we can best serve their needs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTA |
|---|---|---|---|---|---|---|---|---|---|----|----|----|------|
|---|---|---|---|---|---|---|---|---|---|----|----|----|------|

| | | | | | | | | | | | | | | L |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Beginner(B) | | 1 | | 2 | 1 | | | | | | | | | 4 |
| Intermediate(I) | | | | 1 | | 3 | | | | | | | | 4 |
| Advanced (A) | | | | 1 | 2 | 1 | | | | | | | | 4 |
| Total | 0 | 1 | 0 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | 2 | | | 2 |
| 5 | 2 | 2 | | | 4 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 1 | | 2 | | | | | | 3 |
| 5 | 1 | | 1 | | 2 | | | | 4 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | 2 | | 1 | | | | 4 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | n/a | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

| | | | | | | | | |
|----------------------------|--|--|--|--|--|--|--|--|
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Question 1: In the past we have used ECLAS-2, DRA and Acuity as our early skills assessment. We have not found much of this data useful in instructing the students in these assessments. This year we will be using Working Sampling Assessment to assess student work.

Question 2: Since we did not have an ESL program last year, we are unable to do a true assessment of the students.

Question 3: By using the NYSESLAT results we see that communication through speaking and writing are of our greatest concerns.

Question 4: a) In studying the scores we find that most students are deficient in writing. Most ELL students use the semantics of their native countries in their writing and speaking.

b. Teachers and school leadership are using the results of the ELL perioding to address the grouping of students and the of aligning instruction to their needs.

c. From the ELL Periodic assessments we are able to learn how ELLs learn best. Are they better with pencil and paper instruction as opposed to hands on instruction.

Question 5: N/A

Question 6: We evaluate the success of the program based on progrssion on the NYSESLAT exams and the MIU scores for those students who take NYS exams. When the students are not showing any progress, we must reevaluate the program and make adjustments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 012 | | | | | |
| District: | 17 | DBN: | 17K012 | School | | 331700010012 |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|--|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | | |
| | K | v | 4 | v | 8 | 12 | | |
| | 1 | v | 5 | v | 9 | Ungraded | v | |
| | 2 | v | 6 | | 10 | | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 10 | 18 | 19 | | 86.7 | 88.2 | 88.1 |
| Kindergarten | 46 | 39 | 36 | | | | |
| Grade 1 | 46 | 45 | 41 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 44 | 45 | 36 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 33 | 43 | 54 | | 88.3 | 82.6 | 84.5 |
| Grade 4 | 44 | 50 | 39 | | | | |
| Grade 5 | 36 | 42 | 37 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 87.1 | 96.0 | 96.7 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 4 | 31 | 44 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 4 | 9 | 5 | Recent Immigrants - Total Number: | | | |
| Total | 263 | 291 | 267 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 2 | 1 | 1 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 19 | 25 | 16 | Principal Suspensions | 25 | 5 | 16 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 3 | 5 | Superintendent Suspensions | 30 | 4 | 20 |
| Number all others | 9 | 6 | 9 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 40 | 31 | 30 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 16 | 9 | 7 |
| # receiving ESL services only | 7 | 8 | TBD | | | | |
| # ELLs with IEPs | 0 | 3 | TBD | | | | |

These students are included in the General and Special Education enrollment information above.

| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Number of Educational Paraprofessionals | 2 | 2 | 9 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 40.0 | 67.7 | 80.0 |
| | | | | % more than 5 years teaching anywhere | 50.0 | 54.8 | 76.7 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 73.0 | 77.0 | 90.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 1.1 | % core classes taught by "highly qualified" teachers | 98.2 | 96.9 | 100.0 |
| Black or African American | 85.6 | 82.5 | 79.8 | | | | |
| Hispanic or Latino | 12.9 | 15.8 | 17.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.0 | 0.3 | 0.7 | | | | |
| White | 0.0 | 0.3 | 1.1 | | | | |
| Male | 52.5 | 50.9 | 52.8 | | | | |
| Female | 47.5 | 49.1 | 47.2 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | |
|--|-------------------------------|---|----------|---------|---------------|
| | In Good | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | |
| | Improvement Year 2 | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Corrective Action (CA) – Year | | | | |
| | Restructuring Year 1 | | | | |
| | Restructuring Year 2 | | | | |
| | Restructuring Advanced | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | <u>Secondary Level</u> |
|--------------------------------|------------------------|
| ELA: v | ELA: |
| Math: v | Math: |
| Science: v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | - | - | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | - | - | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 3 | 3 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 44.9 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 5.4 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 8.4 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 29.6 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 1.5 | | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf