



Department of
Education



JAMES B. COLGATE PUBLIC SCHOOL 12Q

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 24/QUEENS/12Q
ADDRESS: 42-00 72 STREET
WOODSIDE, NEW YORK, 11377
TELEPHONE: (718) 424-5905
FAX: (718) 424-0207**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Public School
12 Queens **SCHOOL NAME:** James B. Colgate

SCHOOL ADDRESS: 42-00 72nd Street Woodside, NY 11377

SCHOOL TELEPHONE: (718) 424-5905 **FAX:** (718) 424-0207

SCHOOL CONTACT PERSON: Stephanie Moskos **EMAIL ADDRESS:** SMoskos@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Georgette Hernandez

PRINCIPAL

Patricia Perry

UFT CHAPTER LEADER

Patricia Spotteck

**PARENTS' ASSOCIATION
PRESIDENT**

Elvira Gonzalez/ Alison Kopczynski

STUDENT REPRESENTATIVE
(Required for high schools)

Not applicable

DISTRICT AND NETWORK INFORMATION

**DISTRICT 24
CHILDREN FIRST NETWORK (CFN) 208
CLUSTER 2**

NETWORK LEADER

JOHN O'MAHOONEY

SUPERINTENDENT

MADELENE S. CHEN _____

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Patricia Perry	*Principal or Designee	
Patricia Spotteck	*UFT Chapter Chairperson or Designee	
Elvira Gonzalez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	CBO Representative, if applicable	
May Len Goh	Member/Parent	
Peary Trinidad	Member/Parent	
Lourdes Torres	Member/Parent	
Cynthia Dedoteo	Member/Parent	
Joke Malonda	Member/Parent	
Alison Kopczynski	Member/Parent – Co-PA President	
Deborah Pellegrino	Member/Teacher	
Enid Simon	Member/Teacher	
Marsha Magenheim	Member/Teacher	
Debra Daly	Member/Teacher	
Georgette Hernandez	Member/ Teacher	

* 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.

The James B. Colgate Elementary School is rich in cultural diversity. Our distinct student population contributes to our success. For the majority of our students, a language other than English is spoken at home. At Public School 12Q, we believe that children from varied backgrounds and values enrich the learning process. Our students are encouraged to feel comfortable with each other, consequently, allowing them to learn more effectively.

Authentic and meaningful instruction is made a priority. Our school makes every effort to celebrate different ethnicities and to incorporate cross cultural communication and sensitivity. Our entire school community is dedicated and cognizant of the fact that we must prepare all of our students to live and work in a progressively interconnected and interdependent society.

We hold high expectations for all of our students, challenging them to take responsibility over their achievements. Our collaborative teaching community creates a supportive, nurturing environment where data based and differentiated instruction is integrated into our curriculum. Our school environment engages and encourages all learners, including students with Individual Education Plans, English Language Learners, and high achievers.

We have emphasized the importance of differentiating instruction across all content areas in order to prepare our students for the future. Differentiating instruction invites all of our students to learn according to their strengths. Through ongoing staff development and common preparation periods, we have empowered our teachers to plan strategically to meet the needs of our diverse population. We understand that students do not have to learn the same information in the same amount of time, nor in the same way.

At Public School 12Q, we allow for population differences by giving our students as many choices as possible. Our teachers know that when they capitalize on student interests, relevant and purposeful learning takes place. We continue to efficiently utilize centers and to develop personal learning materials. We use small group instruction to target specific skills. We have purchased additional Smart Boards in an effort to bring updated technology into our classrooms. We hope that our students utilize what we teach them to enable them to become independent lifelong learners.

The teachers of P.S. 12Q are reflective practitioners that use many assessment tools to tailor their instruction. Teachers are expected to consistently assess their students and to provide instruction based upon their strengths and weaknesses. Analysis of soft data and hard data contributes to the evaluation of students, classes and grades. In collaboration with the classroom teachers, the Inquiry Team and our Pupil Personnel Committee assess the needs of our struggling students and place them in several types of intervention programs such as Wilson, Morning Tutorial and Academic Intervention Programs. In addition, homogeneous classes are set up to meet the needs of our higher achievers.

The James B. Colgate School collaborates with several community groups to enhance student learning. We employ Symphony Space, LEAP, TADA and Theatreworks to help us incorporate the Arts into our Social Studies and Language Arts Curriculum. The children learn about the Arts and different cultures through participation in dance programs, drama, music appreciation, and visual arts instruction. Maspeth Town Hall operates a free standing afterschool program in our building where our children receive extra homework help and enjoy sports and craft making activities. Alley Pond Environmental Center works with our English Language Learners and allows them to experience hands on Science activities. Our partnership with the Queens Child Guidance Outreach Center will continue to provide our students and their families with counseling services to support their social, emotional and academic growth.

At Public School 12Q, we recognize that our role as a school should go beyond the traditional ways of teaching and that students need more than academic subjects. Our teachers are encouraged to expand their students' imaginations by experiencing the excitement of class trips. Music and art, we believe, should be integrated into our curricula. We have two part time music teachers who work with several classes across the grades. Our second graders continue to learn to play the recorder and many of our upper grade students are members of our school band. Our fifth graders learn the importance of working as a team while participating in our school chorus. Our school's two art teachers enhance our academic curriculum by designing art projects that allow our students the opportunity to view the world from different perspectives, in addition to advancing our students' creativity.

Our culturally diverse school community gives all students at Public School 12Q the foundation for social and academic growth. At P.S. 12Q, we have consistently provided our students with the best education possible and will continue to look for new ways of encouraging and motivating our students to become active participants in their personal learning experiences. The administration, teachers, and staff at the James B. Colgate School are committed and focused on continuing to develop contributing, intellectual future citizens of our ever evolving society.

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 7-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” 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 James B. Colgate			
District:	24	DBN #:	24Q012	School BEDS Code #: 342400010012

DEMOGRAPHICS									
Grades Served in 2009-10:	<input 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)	07-08	08-09	09-10	(As of June 30)	07-08	08-09	09-10		
Pre-K	0	0	0		96.0	96.5	TBD		
Kindergarten	226	208	219						
Grade 1	203	227	193	Student Stability: % of enrollment					
Grade 2	234	211	233	(As of June 30)	07-08	08-09	09-10		
Grade 3	160	173	214		94.4	93.4	TBD		
Grade 4	160	173	202						
Grade 5	204	151	170	Poverty Rate: % of enrollment					
Grade 6	0	0	0	(As of October 31)	07-08	08-09	09-10		
Grade 7	0	0	0		71.5	74.0	86.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	07-08	08-09	09-10		
Grade 11	0	0	0		4	5	TBD		
Grade 12	0	0	0						
Ungraded	3	1	6	Recent Immigrants: Total Number:					
Total	1204	1180	1237	(As of October 31)	46	32	36		
Special Education Enrollment:					Suspensions: (OSYD Reporting) Total Number:				
(October 31)	07-08	08-09	09-10	(As of June 30)	07-08	08-09	09-10		
Number in Self-Contained Classes	20	15	15						
No. in Collaborative Team Teaching (CTT) Classes	20	30	50	Principal Suspensions	0	2	TBD		
Number all others	39	35	40	Superintendent Suspensions	1	1	TBD		
<i>These students are included in the enrollment information above.</i>									
					Special High School Programs: Total Number:				
English Language Learners (ELL) Enrollment:					(As of October 31)	07-08	08-09	09-10	

DEMOGRAPHICS							
(BESIS Survey)							
(October 31)	07-08	08-09	09-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	66	52	42	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	398	356	366	Number of Staff: Includes all full-time staff:			
# ELLs with IEPs	8	14	55	(As of October 31)	07-08	08-09	09-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	75	80	TBD
				Number of Administrators and Other Professionals	12	11	TBD
Overage Students: (# entering students overage for grade)				Number of Educational Paraprofessionals	7	3	TBD
(As of October 31)	07-08	08-09	09-10				
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	07-08	08-09	09-10
(As of October 31)	07-08	08-09	09-10	% fully licensed & permanently assigned to this school	98.7	97.5	TBD
American Indian or Alaska Native	0.5	0.5	0.3	Percent more than two years teaching in this school	72.0	70.0	TBD
Black or African American	0.4	0.5	0.3	Percent more than five years teaching anywhere	45.3	50.0	TBD
Hispanic or Latino	42.6	43.3	42.5	Percent Masters Degree or higher	97.0	90.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	48.1	47.5	49.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
White	8.4	7.9	7.0				
Male	54.2	54.2	51.9				
Female	45.8	45.8	48.1				

2010-11 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2008-09):		<input checked="" type="checkbox"/> In Good Standing	School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		
Individual Subject/Area	Elementary/Middle Level		Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Ratings	ELA:	In Good Standing	ELA:				
	Math:	In Good Standing	Math:				
	Science:	In Good Standing	Grad. Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Grad. Prog Target
Student Groups							
All Students	yes	yes	yes				
Ethnicity							
American Indian or Alaska Native	—	—	—				
Black or African American	—	—	—				
Hispanic or Latino	yes	yes					
Asian or Native Hawaiian/Other Pacific Islander	yes	yes					
White	—	—	—				
Multiracial							
Other Groups							
Students with Disabilities	yes	yes	—				
Limited English Proficient	yes	yes					
Economically Disadvantaged	yes	yes					
Student groups making AYP in each subject	7	7	1				
Key: AYP Status							
X	Made AYP		Did Not Make AYP		Did Not Make AYP Due to Participation Rate Only		
	Made AYP Using Safe Harbor Target		Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well developed
Overall Score	65.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	11.4 out of 15	Quality Statement 2: Plan and Set Goals	Well developed
Student Performance (Comprises 25% of the Overall Score)	11.8 out of 25	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 60% of the Overall Score)	36.5 out of 60	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	5.3 out of 15	Quality Statement 5: Monitor/ Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the 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 highlights 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?

Major Findings

English Language Arts Trends

For the 2009-2010 school year, New York State changed the scale scores for ELA making it more challenging for students to score at levels 3 and 4.

A review of our 2009-2010 Progress Report indicates that our school has received an A rating in the sub-category of Student Progress for English Language Arts. We received an overall score of 36.5 out of 60. Our Median Growth Percentile was 78%. We showed more progress than 76.1% of our peer schools. For the sub-category of Student Performance in English Language Arts, we received a B rating. Our overall score was 11.8 out of 25. 60.8% of our students received a level 3 or 4. Our median student proficiency rate was 3.13. Our median proficiency rate was higher than 48.6% of schools in our peer horizon.

English Language Arts Scores for Grades 3-5

School Year	Number of students tested	Level 1	Level 2	Level 3	Level 4
2009-2010	571	3%	36%	48%	13%
2008-2009	515	1%	15%	72%	12%
2007-2008	500	1%	17%	75%	7%

In analyzing our ELA results for the last three years, we have noticed a steady increase in students being tested. Although the number of students being tested has increased almost 15%, a very small percentage of our students are scoring at level 1. We

have seen a decrease in students scoring at level 3 and an increase in students scoring at level 2. We believe the change in the scale score for the 2010 assessment can account for the decrease in students scoring at level 3. However, even with the change in the scale scores, we continue to show an increase in students scored at Level 4. The majority of our students are meeting proficiency standards for English Language Arts. All student groups (6 out of 6) have made Adequate Yearly Progress in English Language Arts.

Mathematic Trends

For the 2009-2010 school year, New York State changed the scale scores for Mathematics making it more challenging for students to score at levels 3 and 4.

A review of our 2009-2010 Progress Report indicates that our school has received an A rating in the sub-category of Student Progress for Mathematics. Our Median Growth Percentile was 71%. We showed more progress than 48.3% of our peer schools. For the sub-category of Student Performance in Mathematics, we received a B rating. Seventy-six and one tenth percent of our students scored at level 3 or 4. Our median student proficiency rate was 3.54. Our median proficiency rate was higher than 45.5% of schools in our peer horizon.

Mathematic Scores for Grades 3-5

School Year	Number of Students Tested	Level 1	Level 2	Level 3	Level 4
2009-2010	587	2%	22%	47%	29%
2008-2009	526	1%	2%	53%	44%
2007-2008	524	2%	4%	56%	38%

In analyzing our Math results for the last three years, we have seen an increase in students scoring a level 2 and a decrease in students scoring a level 3 or 4. Once again we feel this sudden change in percentages is due to the change in the scale scores for the 2010 assessments. Although the scale scores have changed, a very small percentage of students scored at level 1. The majority of our students are meeting proficiency standards for Mathematics. All student groups (6 out of 6) have made Adequate Yearly Progress in Mathematics.

Additional Credit

Our 2009-2010 Progress Report indicates that P.S. 12 Q received 5.3 points out of 15 in additional credit for Closing the Achievement Gap. All student groups with 15 or more students received additional credit for ELA and Math. This shows that our high need students are making exemplary gains.

Significant Aides to Continuous Improvement

Our most recent Quality Review indicates that our school proactively looks for ways to improve student performance. Our administrators and teachers use a wide range of data to target student needs. Teacher Teams on all grade levels successfully encourage each other to reflect upon their instructional skills as they address specific student needs. Each Teacher Team chooses the focus of inquiry that best meets the needs of students for that grade. Through collaboration, our efforts to improve the performance of our lowest 1/3 population has been successful.

Our school continues to have a large ELL population. Our Teacher Teams have noticed that many of our students struggle with vocabulary skills. To address this need, we will continue our “Book of the Month” program. Every classroom receives a copy of the same book with targeted vocabulary words. These words then become “Vocabulary Words of the Month” which are displayed in our school lobby. The entire school community makes these vocabulary words a priority to know and use with students. Additionally, our coaches design differentiated vocabulary lessons to use with these words. In addition, using data collected through a teacher survey, we have compiled a list of vocabulary skills the teachers in our school feel our students need. This information will be used to create a vocabulary strategy handbook containing *best practices* in vocabulary instruction for our students.

Common preparation periods are provided weekly to allow teachers to collaborate and share *best practices*. Our teachers are comfortable in collecting data to drive instruction and have embraced various strategies to differentiate instruction. Our literacy and math coaches are well respected and challenge our teachers to enhance and improve upon their teaching methods.

Our classroom libraries are well stocked and evaluated on a regular basis to support our units of study. Our Teacher Resource Center has additional materials, computers to manage student assessment data, and a wide range of fiction and non-fiction guided reading books. Our school library is now automated and each year we update our library by adding new books and materials. Smart Boards and two computer labs support classroom instruction. Smart Boards have been installed in 35% of our classrooms. We have obtained a RESO-A grant which will enable us to continue to upgrade the technology in our school. This year we are participating in the Title II B Math Grant which will explore a combination of the five content strands in which all five of the process strands are embedded.

After reviewing the results of our 2009-2010 NYC School Survey Report, we have begun to focus on providing additional learning opportunities for all parents. A survey was created to gather data from our parents concerning their learning interests. With the results of this survey, we will design a series of parent workshops to address parents’ interests and learning opportunities.

Our School Leadership Team continues to productively provide our school community with new initiatives. Our Box Tops for Education initiative is in its second year and has been very successful. Our SLT members work well together and are supportive of others ideas.

We have high standards for attendance as evidenced by our monitoring programs. Our attendance rating as of October 2010 is 97.4 percent.

Barriers to Continuous Improvement

According to the Department of Education's *Enrollment, Capacity and Utilization Report*, our targeted method building utilization is 142%. As a result, several small rooms are being utilized as classrooms which inhibit student and teacher mobility. In addition, lack of space inhibits our ability to reduce class size across the grades.

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 (SINI/SRAP/SURR 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 presumably be aligned to the school’s annual goals described in this section.

ANNUAL GOAL #1	DESCRIPTION
<p>SMART GOAL- By June 2011, teachers will begin to incorporate the ELA Common Core State Standards into their instructional planning as measured by the changes reflected in the Reading and Writing Units of Study.</p>	<p>The new ELA Common Core Standards that have been adopted by the New York State sets the foundation for college and career readiness for students in grades K- 12. Through professional development activities, teachers will become familiar with how the new Common Core State Standards articulate rigorous grade level expectations in the area of English Language Arts.</p>
ANNUAL GOAL #2	DESCRIPTION
<p>SMART GOAL – By June 2011, a teacher team will analyze various teaching methods of vocabulary for instructional purposes as measured by the development of a Vocabulary Strategy Handbook.</p>	<p>A teacher team will focus upon the best teaching methods to provide effective vocabulary instruction to help meet the needs of all students. The information obtained will be part of the analysis for determining our next steps in vocabulary development.</p>
ANNUAL GOAL #3	DESCRIPTION
<p>SMART GOAL- By June 2011, there will be an increase in learning opportunities for parents as measured by workshop agendas.</p>	<p>Discussions at the SLT meetings indicated a need to increase the learning opportunities for the parents of our school community. Based on feedback from parents at School Leadership Meetings, workshops will be provided to meet the needs and interest of parents.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, teachers will begin to incorporate the new Common Core State Standards into their instructional planning as measured by the changes reflected in reading and writing units of study. Teachers will become familiar with how the new Common Core State Standards articulate rigorous grade level expectations in the area of English Language Arts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development: Professional development workshops will be conducted by trained staffed members to begin reviewing and discussing the new standards. Grade level planning days will be provided to allow teachers to begin planning out their 2011-2012 curriculums to align to the Common Core State Standards. Revised Reading and Writing Units of Study will reflect the analysis of the Core Standards. Targeted Population: All Classroom teachers Responsible Staff Members: Teachers trainers, Classroom teachers, ELA Staff Developers Implementation Timeline: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Title I ARRA SWP Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>By February 2011, reading and writing units of study will show an initial alignment to the Common Core State Standards.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, a teacher team will analyze different teaching methods of vocabulary acquisition as measured by the Vocabulary Strategy Handbook. Teacher teams will determine the best teaching methods to provide effective instruction to help meet the vocabulary needs of all students. This information obtained will be part of the analysis for determining our next steps in vocabulary development.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teacher/Inquiry Teams: Teacher teams will research different methods of vocabulary instruction to determine best practices. Team members will model these practices in several classes and assess which strategies should be included in the Vocabulary Handbook. Collaboration among classroom teachers and the teacher team will also help to determine the efficacy of the vocabulary strategies. A Vocabulary Handbook will be disseminated to teachers as a resource for instruction purposes.</p> <p>Professional Development: Experienced Inquiry Team members will work with teachers to examine the Inquiry Process and how it is best used to drive instruction. Vocabulary strategies will be researched and examined to determine those that best meet the needs of our student population. Professional literature and materials will be purchased to support our research.</p> <p>Responsible Staff Members: Teacher Teams, Staff Developers, Classroom Teachers</p> <p>Implementation Timeline: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Title I ARRA SWP Tax Levy</p>

Indicators of Interim Progress and/or Accomplishment
Include: interval of periodic review; instrument(s) of measure; projected gains

Monthly updates of a Vocabulary Strategy Handbook incorporating strategies deemed effective through sample lessons and student work.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a 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.*

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in learning opportunities for parents as measured by workshop agendas. Discussions at the SLT meetings indicated a need to increase the learning opportunities for the parents of our school community. Based on feedback from parents at School Leadership Meetings, workshops will be provided to meet the needs and interest of parents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent Survey: A Parent Needs and Interest Survey will be distributed in the beginning of the school year to help plan topics and dates for parent workshops. Parent Workshops: Parent workshops will be provided throughout the year based on survey results. Translators will be available to offer support to our non- English speaking parents. Workshops will be planned in conjunction with regular scheduled monthly meetings and annual school events in order to increase participation. Target Population: Parents/Guardians Responsible Staff Members: Parent Coordinator, PA President, Staff Developers, Principal and Assistant Principals Implementation Timeline: September 2010-June2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TL Parent Coordinator TL Fair Student Funding Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> Alignment of completed workshop agendas to the Parent Needs and Interest Survey on a quarterly basis in order to schedule and plan future workshops.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) 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 Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE 1, PART A- SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) REQUIREMENT FOR ALL SCHOOLS

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	1	1	N/A	N/A	1	0	0	-
1	152	152	N/A	N/A	4	0	0	15
2	94	93	N/A	N/A	2	0	0	11
3	129	129	129	129	5	0	0	5
4	93	58	93	93	9	0	0	6
5	67	47	14	67	0	0	0	13
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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.).
<p>ELA: Extended Day Literacy</p> <p>Remediation through Technology *Lexia *Learning Upgrades *Study Island</p> <p>AIS Tutorial</p> <p>Reading/ AIS</p> <p>At Risk SETSS</p> <p>Early Morning Enrichment Program</p> <p>Summer School</p> <p>Wilson Reading System</p> <p>Mandated Program (37.5 minutes)</p> <p>ELL After School Literacy Program</p>	<p>This is an after-school program that takes place on Tuesdays and Thursdays from 3:10 PM. to 5:10 PM. This program is designed to assist those students at-risk.</p> <p>These programs are conducted before and after school as well as throughout the school day to assist at-risk students to meet and exceed the standards. These programs are conducted in small groups or on a one to one basis. In addition, <i>Study Island</i> can be accessed at home.</p> <p>Three full-time AIS teachers provide instruction based on the individual needs of at-risk students. These services are conducted during the school day in a small group setting or one to one.</p> <p>During the school day, targeted students as well as former English Language Learners are supported by reading/AIS teachers working with small groups.</p> <p>This program is conducted during the school day in small groups to assist at-risk students who are not meeting the standards prior to special education referrals.</p> <p>This program targets non-mandated tutorial students by differentiating instruction to meet their needs.</p> <p>Provided by the ICS to address the needs of students being retained in their current grade as well as those in need of assistance</p> <p>Provided by six trained instructors, in small groups, during the Mandated Tutorial Program. It is designed for students who struggle with decoding, spelling and fluency.</p> <p>This program is conducted before the start of the school day, in small groups, to support at-risk students in grades 1 through 5.</p> <p>This is an after-school program offered to English Language Learners in small groups. It addresses the needs of those ELLs who took NYSESLAT 2010 and received Beginner (B), Intermediate (I), Advanced (A), or Proficient Levels (P).</p>

<p>ELA Morning Review</p> <p>Language Reading Program</p>	<p>This program is conducted prior to the school day and offered to all third, fourth and fifth grade students to give additional support for ELA 2011.</p> <p>Targeted SWD students are serviced during their literacy block for two periods, Monday through Friday, to improve fluency skills.</p>
<p>Mathematics:</p> <p>Extended Day Math</p> <p>At-Risk SETSS</p> <p>Mandated Program (37.5 minutes)</p> <p>AIS Tutorial</p> <p>Summer School</p> <p>Math Morning Review</p>	<p>This program is offered after school targeting grades 1 through 5.</p> <p>This program is conducted during the school day in small groups to assist at-risk students who are not meeting the standards.</p> <p>This program is conducted before the start of the school day to support at-risk students from grades 1 through 5.</p> <p>Three full-time teachers provide math instruction based on the individual needs of at risk students during the school day, in small groups or one to one.</p> <p>Provided by the ISC to address the needs of students being retained in their current grade as well as those in need of assistance.</p> <p>This program is conducted prior to the school day and offered to all third, fourth, and fifth grade students to give additional support for the Math 2011 Assessment.</p>
<p>Science:</p>	<p>Classroom and cluster teachers in grades K-5 conduct small group strategy lesson during the school day. In addition, school trips supplement our science curriculum by providing our students with other learning opportunities.</p>
<p>Social Studies:</p> <p>Project Arts/Symphony Space/Theatreworks/LEAP/ALLL/Band, Chorus/Second Grade Recorder, TADA</p>	<p>Classroom and cluster teachers in grades K-5 conduct small group strategy lesson during the school day. In addition, school trips supplement our social studies curriculum by providing our students with other learning opportunities.</p> <p>During the school day, these programs act as a supplement to our Social Studies curriculum. Group instruction is used to help at-risk students meet the standards. The Project Arts program is taught through the Social Studies curriculum.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Two full-time Guidance Counselors work to support and enhance children's academic development by assisting them in solving educational, emotional, and social problems. These services are provided before and after school as well as during the school day. In addition, our partnership with the Queens Guidance Outreach Center provides our students and their families with counseling services.</p>

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	<p>The school nurse provides medication and treatments to students identified with needs through 504 services. Also, health education is provided to individual students as well as small groups in the “Open Airways for Schools Program”. This is a 6 week program geared towards asthma education.</p> <p>Teachers from grades K through 5 are required to conduct five HIV/AIDS Awareness lessons to their students. Each grade has a specific curriculum to follow according to DOE standards.</p> <p>PS 12 continues to use community outreach programs to educate our students on specific health issues.</p> <p>Teachers from grades K through 5 are required to provide a health related lesson to their students, once a week.</p>

Appendix 2: Program Delivery for English Language Learners

Part A: Language Allocation Policy (LAP)

(See attached document in our CEP Folder)

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

****Minor Revisions to Program Narrative**

Public School 12 is located in Woodside, Queens. Our Quality Review score remains well developed along with a Progress Report rating of A. The school presently has an enrollment of 371 (as of October 2010) English Language Learners (ELLs). For the 2009-10 school year our ELLs have met our AYP (Adequate Yearly Progress) in ELA, Math and Science. Currently, the ELL population is serviced by eight certified ESL (English As A Second Language) teachers in grades K-5 and two certified Spanish bilingual teachers in grades K-1. All certifications are kept on file. According to the school's 2009-10 Demographics and Accountability Snapshot, our student population is 49.4% Asian, 42.5% Hispanic, 0.3% African American, 0.3% American Indian/Alaska native and 7% White.

All parents of newly enrolled New York City students are requested to complete the required Home Language Identification Survey (HLIS). This survey aides the school in the identification of ELLs consistent with the Language Allocation Program requirements and Assessment Memorandum #2, 2010-2011. Once potential ELLs have been identified by the Assistant Principal of ESL (as per the HLIS and the informal student interview), ELLs are administered the Language Battery Test (LAB-R) within ten days of enrollment. Translation services are available as per the individual needs of the parents. The LAB-R results will determine correct placement (Bilingual/ESL Programs) and other school services. Licensed pedagogues, trained in the administration of the LAB-R, administer the LAB-R (if deemed necessary) to our students. The Assistant Principal of ESL/Bilingual is responsible for the identification process and compliance.

Approximately 29% (as of October 2010) of our student body is classified as ELLs. As of October 2010, our ELLs are in both General Education (322 students) and Special Education (49 students). Currently, forty-nine ELLs in grades K-1 (26 students in Kindergarten and 23 students in first grade) are in Transitional Spanish Bilingual Education (TBE) classes. These students are receiving instruction in both English and Spanish. Three hundred and seventy one students are receiving ESL services in their classrooms with ESL teachers supporting the classroom teachers. There are 319 ELLs who have been in the United States three years or less as well as 52 ELLs here in the United States between four and five years. There are no reported Long-Term ELLs (here more than six years). There is one SIFE (Students with Interrupted Formal Education) student. The three major language groups are Spanish, Chinese and Bengali. As noted in our progress report, our ELLs achieved a 49.3% exemplary proficiency gain in English Language Arts and a 32.1% gain in Mathematics. We are proud to say that P.S. 12 recognizes the needs of its ELL population. Our teaching strategies provide equal education for all students enabling our ELLs to attain language proficiency and meet and exceed state and city standards. It is our policy to see that students are challenged to progress in the English language.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) - *Continued*

After reviewing all Parent Survey and Program Selection forms, the trends in program choices continue to be Spanish Transitional Education in Grades K-1 and Freestanding ESL in Grades K-5. Based upon these parent program choices for the current school year, P.S. 12 has a Spanish Transitional Bilingual Program and a free standing English As A Second Language (ESL) program. The primary focus of our TBE/ESL program is to identify those children classified as ELLs and place them in a program that satisfies both parental options and student needs. The goal of our program is to develop skills in the four modalities. Our success will be demonstrated by meeting and exceeding state and city standards and assessments.

Our Spanish Transitional Bilingual Education (TBE) program provides instruction in the student's native language with rigorous support in English. The goals of a Transitional Bilingual program are as follows:

- a. Attain English language proficiency within three years
- b. Provide instruction in two languages: the language spoken at home and English. In the beginning levels of English language development, 60% of instructional time will take place in the student's native language and 40% in English. As the student develops fluency in English, instruction time in English increases as outlined in the CR Part 154 policy guidelines.
- c. Provide instruction in English using English as a Second Language methodologies/strategies within the content areas
- d. Provide grade level academic work in the student's native language so that the student maintains academic progress while developing English proficiency
- e. Assist each ELL student in attaining English language proficiency
- f. Help ELLs meet or exceed NYS and City standards

In TBE programs, to successfully transition to a mainstream program, the amount of time allocated to native language learning decreases while instruction in English increases.

The ELL population not participating in our Spanish TBE program is serviced by eight ESL teachers working cooperatively in monolingual classes (Free Standing ESL) in grades K-5. Students in Free Standing English as a Second Language programs receive all instruction in English. New York State Commissioner's Regulations Part 154 determine how many units of ESL instruction each student should receive according to his or her English proficiency level from the New York State English as a Second Language Achievement Test (NYSESLAT) score. As per CR Part 154, all beginner and intermediate students receive a minimum of 360 minutes (2 units) of ESL weekly and advanced students receive a minimum of 180 minutes (one unit) of ESL weekly. Our ESL teachers and classroom teachers collaborate during the school day for the purpose of aligning instruction to student needs. Content area instruction is delivered utilizing ESL strategies and methodologies. All ESL push-in teachers and classroom teachers of ELLs receive staff development on the implementation of the ESL push in model.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) - *Continued*

- The majority of students in the class are English Language Learners (ELLs). ESL teachers are required to plan lessons by collaborating with the classroom teachers. Mini lessons reflect the current unit of study and the necessary scaffolding/strategy lessons that meet the needs of all the ELLs. In this model, ESL teachers can introduce the mini lesson or use ESL amplification strategies to reach the ELL population while team teaching. In this model, ESL teachers are always participating in the mini lesson along with facilitating the independent/shared practice activity.

Model # 2 – Push-In Teacher is working with the target population.

- The classroom teacher conducts the daily mini lesson with the push-in teacher sitting at the front of the meeting area or with the target population. The push-in teacher contributes to the mini lesson by clarifying vocabulary and by using sheltered instructional ESL strategies. The ESL push-in teacher is consistently amplifying instruction, assessing and conferring during the lesson. In this model, ESL teachers are always participating in the lesson along with facilitating the independent/shared practice activity. As in Model # 1, ESL teachers are always planning grade appropriate lessons through collaboration with the classroom teachers, to meet the needs of all of our ELLs.

The goals of both models are as follows:

- Provide academic subject area instruction in English using ESL strategies and methodologies.
- Incorporate ESL strategic instruction in every lesson and within content areas.
- Assist students in achieving the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed NYS and City Standards.

In Free Standing ESL programs, Language Arts and content area instruction are taught in English using ESL and ELA strategies and methodologies. Content area instruction is in English using ESL strategies.

Our assessment analysis of ELLs on the NYSESLAT 2010 indicated that:

In grade 1:

- 18% scored at the proficient and advanced level
- Oral language skills (listening and speaking) were strong for beginners, intermediate and advanced students
- The results show the need to focus instruction on strengthening the reading and writing skills for grade 1 ELLs.

In grade 2:

- 73% scored at the proficient and advanced level
- Listening and speaking were the strongest skills across all levels
- The results show the need to provide intensive instruction in reading and writing for grade 2.

In grade 3:

- 62% scored at the proficient and advanced level.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) - *Continued*

- There is a need to focus on third grade intermediate students and give them intensive ESL instruction in all four modalities. This will ensure their progress in these areas and will also enable them to attain English Language Proficiency and meet and exceed NYS/NYC standards. Likewise, the advanced students in grade 3 need intensive ESL reading and writing.

In grade 4:

- 90% scored at the proficiency and advanced level
- The results show the need to focus instruction on strengthening skills in writing for all ELLs.

In grade 5:

- 88% scored at the proficiency and advanced level
- The results show the need to focus instruction on strengthening skills in writing for all ELLs.

On an annual basis, our ELLs are evaluated using the NYSESLAT. The New York State as a Second Language Achievement Test data in conjunction with city and state assessments help to drive instruction. Based upon the results of the New York State as a Second Language Achievement Test (NYSESLAT), and other assessments our students are evaluated formally and informally throughout the year. The results of the NYSESLAT are analyzed to dictate the placement and services of our ELLs. Data is analyzed during weekly common preparation periods and monthly grade conferences. Based upon these analyses, classroom strategies are implemented to meet the needs of our ELLs. These strategies include intensive reading and writing strategies that enable our ELLs to attain language proficiency to meet/exceed the state standards across all academic areas. Last year, using the CalcSoda Report along with the ATS Exam History Report (REXH), our stalled ELLs (ELLs who are unable to reach the Proficient Level on NYSESLAT or show little or no progress in a specific modality) were identified, some of which were included as part of our ESL Inquiry Team.

Public School 12 continues to meet the needs of our ELL students by insuring that our parents understand all three program choices. Parents of newly identified students are introduced to the appropriate forms (HLIS and Parents Selection Forms) at the time of registration by a licensed pedagogue in the preferred language of the parent. On-going meetings that discuss continued entitlement and new entitlement, initiate parents to the ELL programs (TBE/DL/Freestanding ESL), the school's goals and objectives, state standards, curricula and assessments, as well as teaching strategies that implement differentiated instruction across the content areas. Throughout the year as needed, the school administration corresponds with parents in small language groups or individually, as well as by phone. Data is provided in different languages along with translated versions of the introductory video. The Administrator of the ELL Program is responsible for the distribution, maintenance and collection of ELL Compliance forms and Program letters (Entitlement Letters, Parent Survey and Selection Forms, etc.) Our ELL Administrator coordinates the following duties to ensure LAP compliance and appropriate delivery of services: 1) ELL testing, placement, and scheduling 2)dissemination of parent letters 3)schedule parent meetings/workshops 4)schedule staff development/school workshops and participation at CFN staff development meetings 5) prepare, compile and analyze all ELL data (BESIS Extension of Services, BESIS, etc) as well as 6) act as liaison to parents, teachers, and the ELL Compliance Network Supervisor.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) - *Continued*

Public School 12 follows the criteria and procedures set forth by the City and State to place identified ELLs in Bilingual or ESL programs. As required by Commissioner's Regulations Part 154 (CR Part 154), all ELL Programs offer the necessary ESL and ELA instructional units. Based upon the results of the NYSESLAT, students receive the appropriate units of instruction. At the beginning of each school year and as needed throughout the school year, parents are advised in their preferred language about their child's ELL status via the mandated compliance letters and parental meetings.

ELLs have met our AYP in ELA and Math. From 2007 to 2009, there has been an increase of 86 percent of 3rd graders achieving levels 3-4 on the ELA; an increase of 38 percent of 4th graders achieving levels 3-4; and an increase of 40 percent of 5th graders achieving levels 3-4 on the ELA. From 2007-2009, there has been an increase of 4 percent of 3rd graders achieving levels 3-4 in mathematics; an increase of 19 percent of 4th graders achieving levels 3-4; and a slight decrease of 2 percent of 5th graders achieving levels 3-4 in mathematics.

The ELL Interim Assessments are optional for the 2010-2011 school year. In lieu of ELL Interim Assessments, our school used Acuity Assessments (ELA & Math Predictive Assessments) as well as ITA (Integrated Targeted Assessments) in both ELA and Math for all students including ELLs in grades 3-5.

All ELLs (SIFE, Newcomers, those here between 4 and 6 years, long-term, Special Education and students reaching proficiency and requiring support for two years) participate in rigorous academic instruction that prepares them for all city and state exams. The students are learning simultaneously the necessary skills in the four modalities of listening, speaking, reading and writing that can be applied to ESL instruction as well as content area learning. Our ELL population also participates in the 37 ½ Minute Mandated Tutorial Program four times weekly and an Extended Day literacy/content area instructional program two times weekly. Any ELL that is experiencing academic difficulties is referred by the classroom teacher to the PPC. The committee decides if academic intervention services are warranted. After a designated period of time, the team will reconvene and decide if the intervention services allocated were adequate to meet the needs of these students. If not, the team will decide if a full Special Education Evaluation is warranted.

In addition, action plans included in this CEP as well as a description of AIS, Appendix 1 further explain intervention programs for ELLs in ELA.

P.S 12 promotes a collaborative learning environment that allows access to meaningful language and literacy skills as well as higher-level thinking skills (as per Bloom's Taxonomy). Scaffolding and differentiated instruction are an integral part of our balanced literacy program in addition to content area instruction (Math, Science, S.S.). A variety of instructional materials are used to support ELL instruction in the content areas. The materials are chosen based on their capacity to provide maximum scaffolding support. We use trade books and programs from numerous publishers including, but not limited to: Newbridge, Scholastic, The Wright Group, Scott Foresman and Company, Usborne/Hayes and Heinle. In order to further facilitate comprehension within the content areas, teachers

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) - Continued

utilize a variety of free-standing manipulatives as well as those available in kits. We obtain these from companies such as Lakeshore and Great Source Education Group.

Staff development is available through our ESL A.P. as well as NYC professional development workshops and those provided by the CFN. In addition, we have demonstration lessons by our in-house Literacy and Math Coaches as well as in-house staff development during monthly grade and faculty conferences and study groups.

Public School 12 in Woodside, Queens has fully recognized the needs of its English Language Learners. We have a Language Allocation Policy and a cohesive supportive staff and administration who are dedicated to providing instruction with academic rigor and excellence.

School Principal	Date
ELL Compliance and Performance Specialist	Date
Community Superintendent	Date

Section I: Student and School Information

Grade Level(s) 2-5
TEMPLATE – MAY 2010

Number of Students to be Served: 135 LEP _____ Non-LEP

Number of Teachers 13 Other Staff (Specify) Administrator 1

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.

PS 12's Title III Program provides English Language Learners (ELLs) with supplemental instruction in an Extended Day Literacy Program. These instructional program will service ELLs in grades 2-5 who score at the Beginner, Intermediate and Advanced levels on the May 2010 NYSESLAT.

The Extended Day Literacy program will be held two hours twice a week. The program will run from December 2010 through June 2011. Group size will be maintained at 12-15 students per teacher. Our program will emphasize Cognitive Academic Language Proficiency (CALP). Students will be learning ESL through the content areas as well as through reading and writing. Certified Bilingual and ESL teachers will provide instruction using a push-in model. Eight classes dedicated only to ELL students will be serviced by four ESL/Bilingual certified push-in teachers. This instruction will be aligned with the NYS Standards in ELA, ESL and content areas. The goal of the program is to have our students achieve higher scores on the NYSESLAT and city and state assessments. An additional self- contained class will be designated specifically for newcomers.

We will continue to use high quality materials that focus on language development emphasizing phonemic awareness/phonics, vocabulary comprehension, reading, fluency, spelling/writing and reading/language arts through the content areas. Supplementary material will also be provided to help improve the listening, speaking, reading and writing skills of our ELLs. Common branch teachers and ESL teachers will be provided a common planning hour twice a month for congruence. During this time the teachers will collaborate and plan instruction for the afterschool program.

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.

Staff development for the 2010-2011 school year (September-June on a monthly basis) will include information for the entire staff concerning identification of the ELL population, instructional strategies utilized for the ELL population and an explanation of city and state ELL assessments

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

and data analysis (LAB-R and NYSESLAT) as well as content area assessments. The school administration works collaboratively with the Math and Literacy Coaches during staff development presentations. ELL strategies and methodologies are explained and integrated into presentations. Staff development also occurs during monthly faculty and grade conferences as well as during weekly grade level common preparation periods. The administration is available at all times to deal with grade level ELL questions and concerns as well as school wide general ELL mandates and concerns. We also participate in professional development made available by the city and the ICI.

Section III: Title III Budget

School: P.S. 12Q James B. Colgate

BEDS Code: 3424000100012

Allocation: \$ 63,160 SEE ADDENDUM – PAGE 31		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure 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	\$42,177	Afterschool Literacy program 9 Teacher x 43 sessions x 2hours per session = \$34, 493 1 Supervisor x 43 sessions x 2 hours per session = \$3,778 Bimonthly professional development for teachers 9 teachers x 14 x \$41.98 = 5,290 1 supervisor x 14 x \$43.93 = \$616
Purchased services *High quality staff and curriculum development contracts	\$9,474	Alley Pond Environmental Center/In-School Programs
Supplies and materials *Must be supplemental *Additional curricula, instructional materials.	\$10,249	Books for afterschool program - \$5,000 Supplies for afterschool program - \$5,249
Travel		
Other		
TOTAL	\$61,900	

ADDENDUM

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.

Staff development for the 2010-2011 school year (September-June on a monthly basis) will include information for the entire staff concerning identification of the ELL population, instructional strategies utilized for the ELL population and an explanation of city and state ELL assessments and data analysis (LAB-R and NYSESLAT) as well as content area assessments. The school administration works collaboratively with the Math and Literacy Coaches during staff development presentations. ELL strategies and methodologies are explained and integrated into presentations. Staff development also occurs during monthly faculty and grade conferences as well as during weekly grade level common preparation periods. The administration is available at all times to deal with grade level ELL questions and concerns as well as school wide general ELL mandates and concerns. We also participate in professional development made available by the city and the ICI.

Section III: Title III Budget

School: P.S. 12Q James B. Colgate

BEDS Code: 3424000100012

Allocation: \$ 61,900		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure 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	\$58,969	Afterschool Literacy program 13 Teacher x 43 sessions x 2hours per session = \$46,934 1 Supervisor x 43 sessions x 2 hours per session = \$3,778 Bimonthly professional development for teachers 13 teachers x 14 x \$41.98 = \$7,641 1 supervisor x 14 x \$43.93 = \$616
Purchased services *High quality staff and curriculum development contracts		
Supplies and materials *Must be supplemental *Additional curricula, instructional materials.	\$2,931	Books for afterschool program - \$2,000 Supplies for afterschool program - \$931
TOTAL	\$61,900	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Our students come from diverse linguistic and cultural backgrounds. According to the school's 2009-2010 Demographics and Accountability Snapshot, our student population is 49.4% Asian, 42.5% Hispanic, 0.3 % African-American, 0.3% American Indian/Alaska Native and 7% white. As of October 2010, approximately 29% of the student body is classified as English Language Learners (ELLs). The data also indicates that approximately 90% of our students speak a language other than English at home. The major languages indicated are: Spanish, Chinese, and Bengali.

In order to assess the language needs (for both oral interpretation and written translation) of our students' parents, the school staff utilizes numerous sources which include:

- ATS Reports (School Report Card, RHLA, RBOB, RNMR)
 - HLIS (Home Language Identification Survey) forms which are available in Spanish, Korean, Chinese, Bengali, Arabic, Hindi, Polish, Punjabi and Urdu (these languages are spoken in our school).
 - P.S.12Q uses the RPOB to make a list of languages needed. This ensures the availability and preparation of the correct number of notices in various languages for parent letter distribution.
 - Students' input
 - Parent Coordinator's input
 - School nurse's input
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.

To communicate effectively with the parents of the majority of our student population, we must do so in their native languages (Spanish, Chinese, Bengali, etc).

We have accomplished this task by instituting the following measures:

- The teachers are aware that forms and notices issued by the school, such as HLIS forms, report cards, and letters on various topics are available in these languages.

- Teachers and the school community are aware that individual phone translations are available in many languages as per the Department of Education’s Regulations throughout the school day as well as for parent conferences.
- The teachers were made aware that language interpreters will be available during the fall 2010 and the spring 2011 Parent Teacher Conferences, as was done for the 2009-10 school year, to ensure easier and higher level communication between the teachers and the parents.
- The parents were invited to attend several conferences to become more familiar with the various types of ESL programs and the educational options that the parents may choose.
 - The letters promoting these conferences were disseminated in the languages represented by the student body.
 - The parents were aided by the bilingual members of our staff to facilitate their understanding of the presentation.
 - The parents viewed the Department of Education prepared videos about these programs in their primary languages.
 - The parents were reminded that forms and notices generated by the DOE and/or our school will be sent home in their native languages.

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.

To insure the optimum communication between non-English speaking parents and our school, we will continue to provide all the translated materials to the parents as we have done in the past. We will continue to utilize in-house staff as well as the Department of Education Translation and Interpretation services and/or the DOE recommended vendor in order to provide us with written translation services as needed.

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 plan to provide oral interpretation services in Spanish, Chinese, and Bengali from our available school personnel. We also plan to utilize the DOE’s translation and interpretation services to meet our identified needs, as described previously.

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>.

Our school will initiate a three prong approach to fulfill Section VII of Chancellor’s Regulations A-663.

- We will post a sign informing the parents of their rights regarding translation and interpretation services in each of the major languages. The sign will be posted in a prominent place, in the lobby of the main entrance, thus enabling all parents easy access.
- The translated versions of the Chancellor’s Regulations A-663, Attachment A, will be given out to the parents of all targeted students of covered languages within thirty days of the first day of school, notifying them of this service. This notice will include the DOE’s website that will provide the parents with further information.
- The school’s Safety Plan will be reviewed to ensure that parents in need of language assistance will have access to the administrative offices in an emergency.

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 School Wide 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$836,720	\$29,442	\$866,162
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,367	\$294	\$8,661
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$41,836	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$83,672	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: According to the SDAS our school currently has 100% HQT.
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.

*** Federal waiver granted; additional set-asides for Title 1 AARA are not required for these areas.**

Part B: Title 1 School Parental Involvement Policy & School Parent Compact

1. School Parent Involvement Policy

PS 12's Parent Involvement Policy has been designed to meet the needs of our entire school community. Our focus is to address the diversity of our families while fostering a successful partnership between home and school.

To achieve this PS12 will:

- offer ESL classes to parents.
- lend support to school level committees that include our Parent's Association, School Leadership Team, and Parent Advisory Council.
- provide translations both written and oral to ensure effective communication between home and school.
- provide workshops to parents that will enable them to help their children at home. Workshops will include information on curriculum, parenting skills, test taking strategies, and homework help, as well as other topics identified on the Parent Interest Survey.
- offer computer classes to parents teaching them the technological skills they need to assist their children with research and projects.
- offer opportunities for parents to volunteer in our school. This would include our Learning Leaders Program as well as parents helping on class trips.
- support the parent coordinator in all endeavors to welcome, educate and engage our parents. Through parent engagement we plan to enrich the educational experience of children and enhance student achievement.
- hold an annual meeting to inform parents of our school's participation in the Title 1 Program. At this meeting we will explain the Title 1 Program and the right of parents to be involved in Title 1 programs. The parents of all children participating in the programs will be invited. At this time, parents will receive a copy of the Parent Involvement Policy.
- conduct an orientation workshop for the parents of our incoming Kindergarten class in June. At this meeting administrators and staff welcome the parents and encourage them to become active in our school community. They are given materials to help guide and engage their children as they prepare to begin their academic journey.
- In June 2011, the School's Parent Involvement Policy will be evaluated.

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm> 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.

SCHOOL PARENT COMPACT PARENTS' ASSOCIATION PS 12Q 42-00 72ND STREET WOODSIDE NY 11377

The School Agrees

- To have an annual meeting for Title I information to be shared with all PS 12 parents.
- To inform all PS 12 parents of the Title I program and their rights to be involved.
- To have a flexible number of meetings during the school year to help more parents attend.
- To provide parents with timely information about all programs.
- To share information about individual student's assessments, profiles and results from all tests and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 - parent-teacher conferences
 - frequent reports to parents on individual student progress
 - opportunities to volunteer and participate in school activities
 - observation of classroom activities according to school schedule
- To assure parent participation in activities if the school determines that it is appropriate, i.e. parenting classes, workshops, ESL classes.

The Parent/Guardian Agrees

- To become involved in the school parent involvement policy.
- To participate in a variety of school programs.
- To work with my children on schoolwork:
 - read for 20 minutes everyday depending on their grade.
- To monitor children's:
 - attendance at school
 - homework
 - after school activities
- To share the responsibility for improving student achievement.
- To communicate with teachers about individual student needs.
- To ask parents to provide information to the school on the type of training or assistance parents would like and/or need to help be more effective in assisting their children in the educational process.
- To participate in the Learning Leaders program where possible.
- To take part in educational activities that will link more closely the parent and the school.

Part C: Title I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Component

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 of Public School 12 can be found in Section IV of this document, pages 10 - 13.

2. Schoolwide reform strategies that:

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

Appendix 1 Part A and B, pages 19-22, Appendix 2 pages 23-28

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. Appendix 1, Part B page 20-22
- Help provide an enriched and accelerated curriculum. * Section 3 pages 5-6, Appendix 1 pages 20-22
- Meet the educational needs of historically underserved populations.*Appendix 1 pages 20-22, Appendix 2 pages 23-28 and Appendix 3 pages 32-33.
- 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 School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. Section 3: Part A pages 5 – 6 , Section VI Action Plans pages 15-17, Appendix 1 pages 20-22 and Appendix 2 pages 23-31.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. *Teacher Qualifications page 8, Significant Aides to Continuous Improvement pages 12-13.

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 School Wide Program to meet the State's student academic standards.

School Profile page 5, Significant Aides to Continuous Improvement pages 12 – 13, Action Plan pages 15-17, Appendix 2 pages 23 and 28.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. Significant Aides to Continuous Improvement pages 12-13.

6. Strategies to increase parental involvement through means such as family literacy services. Action Plan page 17, Significant Aides to Continuous Improvement pages 12-13. Appendix 3 pages 32-33, Appendix 4 Part B pages 35-36.

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. NOT APPLICABLE

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.* Section VI Action Plan page 16. Significant Aides to Continuous Improvement pages 12-13. Appendix 2 Part B pages 23-28.

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. Appendix 1 pages 20-22, Appendix 2 Part B pages 23-28.

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. * Section III page 7, Appendix 1 page 19, Appendix 1 Part B pages 20-22, Appendix 2 page 29-30 and Appendix 3 pages 32-33.

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

Program Name	Fund Source (ie: Federal, State or Local)	Program Funds Are "Conceptually" consolidated in the Schoolwide Program (*)			Amount Contributed To Schoolwide Pool (refer to Galaxy for FY11 School Allocation Amounts)	Check (*) in the left column below to verify that the school Has met the intent and purposes of each program whose funds are consolidated. Indicate page # references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	*			\$702,845	* 15-16, 20-22,
Title I, Part A (ARRA)	Federal	*			\$29,149	* 15-16, 35-36
Title II, Part A	Federal	*			\$290,885	* 19 - 21
Title III, Part A	Federal	*			\$61,900	* 15-16, 23-31
Title IV						
IDEA						
Tax Levy	City	*			\$4,732,349	* 15-16,

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.

NOT APPLICABLE TO P.S. 12

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.
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;
 - b. Help provide an accelerated, high quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: NA **SURR¹ Phase/Group (If applicable):** NA

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.
- 2- Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = _____; **10% of Title I allocation =** ____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR). * NOT APPLICABLE TO P.S.12

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
	* NOT APPLICABLE TO P.S. 12	

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
P.S. 12Q currently has no students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
In the event that P.S. 12Q has Students in Temporary Housing, the following support will be provided:
Academic Interventions services
Parental involvement
Basic/ emergency supplies

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 the borough Integrated Service Center (ISC) or Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-11.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 012 James B. Colgate					
District:	24	DBN:	24Q012	School		342400010012

DEMOGRAPHICS

Grades Served:	Pre-K		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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.0	96.5	96.6
Kindergarten	208	219	197				
Grade 1	227	193	226	Student Stability - % of Enrollment:			
Grade 2	211	233	205	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	209	214	218		94.4	93.4	93.7
Grade 4	173	202	221				
Grade 5	151	170	202	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		71.5	86.9	88.2
Grade 8	0	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	5	2
Grade 12	0	0	0				
Ungraded	1	6	5	Recent Immigrants - Total Number:			
Total	1180	1237	1274	(As of October 31)	2007-08	2008-09	2009-10
					46	32	36

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	15	18	Principal Suspensions	0	2	4
# in Collaborative Team Teaching (CTT) Classes	30	50	51	Superintendent Suspensions	1	1	0
Number all others	35	40	49				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	52	42	TBD	Number of Teachers	75	80	83
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	11	9
# receiving ESL services only	356	366	TBD				
# ELLs with IEPs	14	55	TBD	Number of Educational Paraprofessionals	7	3	6

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

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
	0	0	0	% fully licensed & permanently assigned to this school	98.7	97.5	97.5
				% more than 2 years teaching in this school	72.0	70.0	85.5
				% more than 5 years teaching anywhere	45.3	50.0	77.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	90.0	92.8
American Indian or Alaska Native	0.5	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	98.4
Black or African American	0.5	0.3	0.3				
Hispanic or Latino	43.3	42.5	43.1				
Asian or Native Hawaiian/Other Pacific	47.5	49.4	52.8				
White	7.9	7.0	3.1				
Male	54.2	51.9	52.7				
Female	45.8	48.1	47.3				

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	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:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	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	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	65	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

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

**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 # 2, CFN 208	District 24	School Number 012	School Name James B. Colgate
Principal Patricia Perry		Assistant Principal Stephanie Moskos	
Coach Deborah Pellegrino		Coach Georgette Hernandez	
Teacher/Subject Area Bing Cui/ESL		Guidance Counselor Roxanna Rivas	
Teacher/Subject Area Martha Wagner/ESL		Parent May Leng Goh	
Teacher/Subject Area Diane Kaladjian/ESL		Parent Coordinator Virginia Gallagher	
Related Service Provider Angela De Carlo		Other type here	
Network Leader John P. O'Mahoney		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	8	Number of Certified Bilingual Teachers	2	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	0

C. School Demographics

Total Number of Students in School	1285	Total Number of ELLs	371	ELLs as Share of Total Student Population (%)	28.87%
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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

The following steps are followed for the initial ELL identification process:

- All parents of newly enrolled New York City students are requested to complete the mandated Home Language Identification Survey (HLIS). Native Language HLIS forms (in high incident languages) are provided to parents in the preferred language of the parents. The HLIS aides the school in the identification of ELLs consistent with the Language Allocation Program requirements and Assessment Memorandum #2, 2010-2011.
- Once the HLIS is completed by the parent/guardian, an informal interview takes place in English and in the parent's preferred language. Translation services are made available through school personnel or the Department of Education's Translation Unit.
- Potential ELLs are then identified by the Assistant Principal of ESL as dictated by the HLIS and the informal interview.
- Next, ELLs are administered the Language Battery Test (LAB-R) within ten days of enrollment. The LAB-R results determine appropriate placement in Bilingual/ESL Programs, and other school services. Licensed pedagogues (seven ESL teachers and two reading teachers), trained in the administration of the LAB-R, administer the LAB-R (if deemed necessary) to our newly arrived students.
- The Assistant Principal of ESL is responsible for the ELL compliance and identification process.

The following steps are taken annually to evaluate ELLs using the NYSESLAT:

- All ELLs are expected to gain English proficiency from one year to the next.
- The NYSESLAT is used to drive instruction and to place our ELLs in the mandated number of instructional units according to CR Part 154. Beginners and Intermediate students receive 360 minutes of English as a Second Language instruction and Advanced ELLs receive 180 minutes of ESL, and 180 minutes of English Language Arts.
- ESL instruction is tailored to meet the needs of our ELLs based upon the results of the NYSESLAT, specifically based upon the results of the four language modalities of Listening, Speaking, Reading, and Writing.
- Stalled ELLs are identified using the NYSESLAT/ RLAT. Instruction focuses on strengthening the weaknesses of our stalled ELLs in the four modalities.
- ELLs proficient in Speaking/Listening and stalled in Reading/ Writing have been placed into Inquiry Groups that focus on improving academic performance.
- Based upon NYSESLAT results, our ELLs are mandated to attend our Morning Tutorial Program in addition to placement in our After School Title III Programs during which they receive literacy and content area instruction.

Question #2

The following structures are in place to ensure that our parents understand all three program choices:

- Public School 12Q continues to meet the needs of our ELL students by ensuring that our parents understand all three program choices (TBE/DL/Freestanding ESL).
- Parents of newly identified students are introduced to the appropriate forms (HLIS and Parent Selection Forms) at the time of registration in the preferred language of the parent.
- One to one or group meetings initiate parents to the ELL programs available (TBE/DL/Freestanding ESL) at the time of registration.
- Kindergarten parents attend two orientations, one in June and one in late September to review the different programs that are offered.
- Ongoing meetings orient all parents to new entitlement and continued entitlement.

Question #3

Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned in the following ways:

- Every September, the ELL Assistant Principal analyzes the results of the NYSESLAT. Entitlement letters are addressed and then distributed to students through our ESL service providers.
- After hand scoring takes place, LAB-R entitlement letters are distributed via the ESL providers. According to parental choice, students are placed in the appropriate ESL/Bilingual Programs within ten days of entry into our school.
- Parents are requested to complete the HLIS at the time of registration. Copies of high incident languages are made available along with translators that explain the purpose of the Home Language Interview Survey.
- Parents are asked to return the Program Selection forms after making an informed decision concerning the available programs

(B/L, D/L, and Free Standing ESL).

Question #4

The criteria used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs are as follows:

- Initial placement of identified ELLs is based upon parental choice and LAB-R results. Newly arrived students are placed in the appropriate programs within ten days of entry into our school.
- Continued to be entitled students are placed in appropriate instructional programs according to parental choice at the beginning of every school year based upon annual NYSESLAT results.
- According to LAB-R and NYSESLAT results, Beginning and Intermediate Language Learners receive 360 minutes of ESL instruction and Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction.
- Ongoing parent meetings are held in the preferred language of the parents to explain the criteria used to place their children in bilingual/ESL programs.
- Entitlement letters based upon LAB-R and NYSESLAT results are distributed to parents. Our communication with our parents always takes place in their preferred language.

Question #5

After reviewing the Parent Survey and Program Selection forms for the past few years, the program choices are as follows:

- The majority of our parents are requesting Free Standing ESL programs after making informed decisions. We hold group meetings by language (Bengali, Spanish, and Chinese) during the school year. Total numbers for the Kindergarten 2010-2011 school year: 69 requests have been made for the ESL Free Standing program after viewing the DOE Parental Choice Video and after attending parental meetings.
- In Kindergarten, requests have been made for our Spanish Transitional Bilingual program. Total requests for the 2010-2011 school year: 26.
- Very few requests have been made for other bilingual programs.
- P.S. 12Q maintains copies of current Program Selection forms.

Question #6

- Our program models are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
Check all that apply	

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	26	23												49
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	69	68	47	56	46	36								322

Total	95	91	47	56	46	36	0	0	0	0	0	0	0	0	0	37	1
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	371	Newcomers (ELLs receiving service 0-3 years)	319	Special Education	49
SIFE	1	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	49		1							49
Dual Language										0
ESL	270	1	19	52		29				322
Total	319	1	20	52	0	29	0	0	0	371

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	23												49
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	26	23	0	49										

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	20	18	21	28	16	12								115
Chinese	18	14	7	5	3	5								52
Russian														0
Bengali	18	9	4	10	5	4								50
Urdu	2		2											4
Arabic														0
Haitian														0
French														0
Korean					1									1
Punjabi				1										1

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
Polish														0
Albanian						1								1
Other	11	27	13	12	21	14								98
TOTAL	69	68	47	56	46	36	0	322						

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.

* Please note that the Free Standing English As A Second Language Chart reflects the data from the RHLA (as of October 18, 2010). The Kindergarten data has not yet been updated via ATS.

Question #1

How is instruction delivered?

We use two organizational models: Push-In (Co-Teaching/ Pull aside) and Self-Contained. Our students are grouped heterogeneously by mixed proficiency levels. During small group instruction our students may be grouped homogeneously.

Question #2

- The organization of our staff ensures that the mandated number of instructional minutes is provided. First, the ESL Assistant Principal analyzes the data from the NYSESLAT and LAB-R. ESL service providers are then scheduled to push-in based upon student proficiency levels.

- Explicit ESL and ELA instructional minutes are delivered as per CR Part 154. ESL teachers are responsible for planning lessons in collaboration with the classroom teachers. Mini lessons reflect the current Unit of Study along with language objectives. ESL teachers reach our ELLs by using ESL amplification strategies. They tailor the goals of the lesson into comprehensible parts. ESL teachers partner with classroom teachers by modifying teaching objectives to meet their students' needs. ESL teachers use their ESL expertise to facilitate lessons and to enhance learning.

Question #3 Content area instruction in the Push-In and Self Contained Model is delivered in English using effective ESL and ELA strategies and methodologies.

- Consideration and development of fundamental vocabulary

- Modeling and charting of teaching objectives
- New ideas and concepts are contextualized
- Use of graphic organizers
- Building of background and prior knowledge
- Use of visuals, primary source documents and realia
- Offering our students content area instruction by exposing them to many different sources such as leveled libraries and Smart Board Technology
- Assignments that are relevant, meaningful, and engaging
- Differentiating instruction according to student choice, learning style, and proficiency level

Question # 4

We differentiate instruction for our ELL subgroups. Our ELLs are engaged in a challenging curriculum that builds academic English proficiency and higher thinking skills

- SIFE students are provided with AIS in small groups in conjunction with differentiated instruction within the classroom. SIFE students are offered additional services in our Morning Tutorial, and PM Title III Program.
- Instruction is differentiated to target our students in the U.S. less than three years. Newcomers participate in individual conferencing sessions and small group strategy lessons throughout the school day. Emphasis is placed on providing grade 3-5 students with effective and specific test taking strategies
- Newcomers in grades 3-5 participate in our early morning Newcomer Group where we focus on the acquisition of Basic Interpersonal Skills (BICS) through the building of vocabulary and fluency. During the school day, instruction is differentiated for our newcomers. Our focus during the school day for all of our ELLs is the acquisition of Cognitive Academic Language (CALPS).
- ELLs receiving services from 4 to 6 years are targeted with differentiated reading and writing strategies. They are offered additional support in Guided Reading Groups, our Morning Tutorial, and our After School Title III Program. All ELLs taking the state ELA and Math assessments in grades 3-5, will be offered the opportunity to attend our Spring Break Test Preparation Program.
- Long Term ELLs are provided with specific/differentiated ELA reading and writing strategies. Reading strategies include finding the main idea, supporting details, fact versus opinion, cause and effect, and using context clues to build comprehension. Writing strategies include prewriting activities, modeling, shared writing, and word walls. Long Term ELLs are offered AIS, a Morning Tutorial Program, and a PM Title III Program.
- ELLs that have been identified with special needs are serviced according to their IEP using a sheltered instructional approach; language is modified, pacing is regulated, and vocabulary is controlled allowing for increased comprehension.

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.

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

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?

Programming and Scheduling Information, Part B

Question #5

P.S. 12Q has the following targeted intervention programs for ELLs in ELA, Math, and content areas.

- Morning Tutorial Program: This program is conducted before the school day, in small groups to support our ELLs and other at risk students.
- After School Title III: This is an after-school program offered to ELLs. It addresses the needs of those ELLs who took the NYESLAT and

received an entitled grade.

- Academic Intervention Services: AIS services are provided during the school day for all ELLs who have been identified as struggling learners.
- Remediation through Technology: Lexia and Study Island are offered on a one to one basis or in small groups to assist our ELLs to meet and exceed the standards.
- Wilson Reading Program: Provided by six trained instructors, in small groups, during the Morning Tutorial Program. ELLs who are Advanced/ Proficient in Speaking/ Listening and who struggle with decoding, spelling, and fluency participate in the program.
- Our intervention programs are conducted in English. We do however provide counseling services in Spanish and in Chinese for our ELLs who struggle academically.

Question #6

- In grades 3-5, ELLs who have reached English proficiency are supported by licensed Reading Teachers during the school day. In addition, ELLs who have reached English proficiency in Grades 1-5 are offered seats in our After School Title 1 Literacy Program.

Question #7

- ELL Inquiry Groups: ELLs who are Proficient in Speaking/ Listening and Advanced in Reading/ Writing for two years have been identified as Stalled. Stalled ELLs are receiving targeted Literacy instruction through Inquiry Teams via our 7 Push-In ESL Teachers.
- Spring 2010 One to One Tutorial Program: Six Pre- Referral ELLs participated in a one to one tutorial program twice per week for 30 minutes prior to our Morning Tutorial. Licensed ESL teachers and our guidance counselor provided these students with targeted reading comprehension strategies and counseling.

Question #8

We will not be discontinuing any programs.

Question # 9

Thirty five percent of our school's population is classified as ELLs. All of our school's programs focus on the success of our ELLs. All of our intervention programs are targeted to meet the needs of our ELLs.

Question # 10

A variety of instructional materials are used to support ELL instruction in literacy and in the content areas. All materials are chosen based upon their capacity to provide maximum scaffolding support. We use trade books and programs from several publishers including, but not limited to: Newbridge, Scholastic, The Wright Group, Scott Foresman and Company, Usborne/Hayes and Heinle. In order to facilitate instruction in the Content Areas, teachers utilize an array of free standing manipulatives as well as kits. We obtain these from Lakeshore and Great Source Education Group. Lexia and Study Island are two computer programs that assist our ELLs in developing fluency and content area knowledge.

Question #11

Public School 12Q fully recognizes the importance of native language support in the acquisition of English. Students are provided with bilingual picture dictionaries in the high incident languages and in the upper grades, students are provided with Native Language Content Area Glossaries. During the 2010-2011 school year, we will be increasing our Native Language Support Libraries in grades 3-5.

Question #12

Required services and resources are aligned to age appropriate and grade appropriate curriculum. P.S. 12 uses amplification/scaffolding strategies.

Question # 13

P.S. 12 is sensitive to the needs of our newly arrived ELLs. We begin by making the newcomer feel welcomed, safe and comfortable. New students are partnered with other native language students. Instruction begins immediately through visuals, following direction activities, read alouds, listening center assignments, and through high interest-low level libraries.

Question #14

Not applicable to P.S.12Q.

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)?

*Not applicable to P.S.12Q

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

- Staff Development is available through our AP of ESL as well as NYC professional workshops and those provided by our CFN.
- Demonstration lessons are facilitated by our literacy and math coaches.
- In-house staff development takes place during monthly grade and faculty conferences.
- ESL Teachers meet every Monday on a common prep to plan for Inquiry Team objectives and to discuss best practices.
- We will continue to partner with our CFN and will continue to schedule professional development workshops.
- Our formal Inter-Visitation Program encourages our teachers to visit their peers' classrooms and to learn from each other.

Question #2

Our fifth grade teachers will be provided with PD during the school year through our literacy and math coaches. PD will include strategies for assessing whether or not students are meeting grade level standards.

Question #3

Our teachers are provided with more than the minimum 7.5 hours of ELL training during common preparation periods, staff development days, grade conferences, and faculty conferences.

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

- P.S. 12 fully recognizes the importance of involving our parents in our school community. Regardless of their English skills, all parents are welcomed in our school.
- Ongoing parent meetings introduce parents to our ELL programs, the school's goals and objectives, state standards, curricula and assessments, as well as teaching strategies that implement differentiated instruction across the content areas.
- Throughout the school year, the school's administration corresponds to parents in small groups or individually, as well as by phone. Information is provided in different languages along with translated versions of the DOE Introductory Video.
- The ELL AP coordinates and ensures LAP compliance: Dissemination of parent surveys and letters and the scheduling of parent meetings/workshops.

Question #2

- Our parent coordinator works cooperatively with the school's administration, our coaches and our teachers to provide workshops that are aligned with the curriculum standards.
- Our partnership with the Queens Child Guidance Outreach Guidance Center provides our students and their families with counseling services to support their social, emotional, and academic growth.

Question#3

- P.S. 12Q is fully committed to the rights of our parents. Our parents have the right to understand and to be involved in the

educational decisions concerning their children.

- The respectful manner in which we respond to the linguistic and cultural diversity of our parents contributes to our school's success.
- P.S. 12 evaluates the needs of our parents by using an informal survey. Based upon the requests of our parents, our parent coordinator facilitates workshops on health, nutrition, content area instruction, computer instruction, and other topics. Parent trips are also scheduled to places throughout the city (museums, The Hall of Science, Alley Pond Environmental Center and Broadway shows) to tap into the resources that enrich and compliment the curriculum. In addition, parent beginner and intermediate ESL instruction is conducted by our parent coordinator two times per week.

Question #4

- P.S. 12 evaluates the needs of our parents through effective communication. P.S. 12 consistently recognizes the value of our parents as partners in the educational process.
- School letters are sent home bilingually in the high incident languages and interpreters are always provided to ensure clear communication during one to one and group meetings.
- The language and culture of our students are celebrated and incorporated in our school's curriculum.
- Our ESL students are encouraged to use their native language as a tool for learning. Newly arrived ELLs are partnered with other students that speak the same language. P.S. 12 fully recognizes the importance of native language proficiency in the development of English proficiency.
- Our administration and teachers hold all our students, despite their English proficiency, to high standards and expectations.

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	TOTAL
Beginner(B)	43	39	6	2	0	5								95
Intermediate(I)		41	17	25	7	3								93
Advanced (A)	52	11	24	29	39	28								183
Total	95	91	47	56	46	36	0	0	0	0	0	0	0	371

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		7	3	0	0	2							
	I		16	2	1	0	0							
	A		34	25	11	7	4							
	P		26	12	37	34	18							
READING/ WRITING	B		34	3	1	0	2							
	I		39	16	22	7	1							
	A		7	12	25	34	20							
	P		3	11	1	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	19	46	2	68
4	0	19	21	0	40
5	0	10	17	0	27
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		3		57		14		74
4	2		2		31		13		48
5	2		3		22		4		31
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		6		17		23		47
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									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?

strategies to improve upon their skills. Key components to our instructional plan include: read alouds, shared reading and writing strategies, explicit and context embedded vocabulary development, guided reading, and reading independently in Just Right Books.

- Our instructional plan includes: Building comprehension through scaffolding strategies and sheltered instruction, increasing academic vocabulary through a context rich curriculum, and writing strategies that focus on the writing process (prewriting, drafting and revising, editing, and publishing).

Question #2

The data patterns across proficiency levels (NYSESLAT and LAB-R) and grades include:

Grade 1

- 18% scored at the proficient and advanced level
- Oral language skills (listening and speaking) were strong for Beginners, Intermediate, and Advanced ELLs.
- The results show the need to provide intensive instruction in vocabulary and picture prompt writing.

Grade 2

- 73% scored at the Proficient and Advanced level
- Listening and speaking were the strongest skills across all levels
- The results show the need to provide intensive instruction in reading comprehension and writing strategies.

Grade 3

- 62% scored at the Proficient and Advanced level
- There is a need to focus on Third Grade Intermediate students and provide them with intensive ESL instruction in all four modalities.

This will ensure their progress in these areas and will also enable them to attain English Language Proficiency and meet and exceed NYS/NYC standards. Likewise, the Advanced students in Grade 3 need intensive instruction in Listening and Speaking.

Grade 4

- 91 % scored at the Proficiency and Advanced Level
- The results indicate the need to focus instruction on strengthening writing skills for our Advance 4th grade ELLs.

Grade 5

- 88% scored at the Proficiency and Advanced Level
- The results indicate the need to focus on instruction on strengthening skills in writing for our Advanced ELLs.

Question #3

- Based upon the examination of the four modalities across proficiency levels and grades, our Language Acquisition Policy (LAP) and instruction must continue to focus on the two modalities of reading and writing to enable all ELLs to attain language proficiency and meet and exceed the state and city standards in literacy, mathematics, science, and social studies.

Question #4

a) ELLs have consistently met AYP (Adequate Yearly Progress) in ELA, mathematics, and science. In the 2010-2011 school year, ELLs achieved 49.3% percent Exemplary Proficiency Gains in ELA and 32.1% percent Exemplary Proficiency Gains in Mathematics in addition to a .75 Credit in ELA.

b) Our ELLs are fairing well on state assessments: ELA Third Grade 99% at promotional standards, Math Third Grade 100% at promotional standards, ELA Fourth Grade 95% at promotional standards, Math Fourth Grade 94% at promotional standards, Fourth Grade Science 96% at promotional standards, ELA Fifth Grade 100% at promotional standards, and Math Fifth Grade 93% at promotional standards.

c) P.S. 12 does not use the optional ELL Periodic Assessments. Instead of the ELL Interim Assessments, our school uses Acuity Assessments (ELA and Math Predictive Assessments) and ITA (Integrated Targeted Assessments) in both ELA and math for all students including ELLs in Grades 3-5.

d) We use data from the Acuity Interim Assessments to target instruction. Our ELLs receive differentiated strategies that build comprehension, reading stamina, and vocabulary development.

Question #5

Not Applicable to P.S.12

Question #6

P.S.12 evaluates the success of our programs for ELLs by measuring individual progress in English Language Proficiency including reading levels, writing skills, use of academic vocabulary and performance on city and state assessments. P.S. 12Q fully recognizes the importance of planned intervention strategies that challenge and motivate our ELLs to think critically and creatively. P.S. 12 fully understands the need to evaluate our ELL programs in order to prepare our ELLs for the diversity of the twenty first century.

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		