



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 12

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K012

PRINCIPAL: NYREE DIXON **EMAIL:** NDIXON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nyree Dixon	*Principal or Designee	
Cherrol Bernard	*UFT Chapter Leader or Designee	
Lisa Plowden	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Milton Miller	CBO Representative, if applicable	
Equasia Yard	Member/Staff	
Joseph Attzs	Member/Staff	
Jean Claude Dorelus	Member/Staff	
Mariela Flores	Member/Parent	
Terry Foster	Member/Parent	
Tricia Clairmont	Member/Parent	
Brandon Mungin	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012 80% of all student subgroups will show a minimum of 1 year's progress in Math as measured by instructionally targeted assessments (Acuity, Student Work, WSS, Unit Tests, and NYS Math Exam). In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable mathematical solution.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the NYC math results we noticed there was an overall decrease in the math performance and progress of all students. This indicates we need to strengthen our math instruction and possibly reevaluate our instructional materials. Looking closely at the skills analysis we determined that 45% of our students need additional instruction in measurement, algebra and word problems.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups

The identified student sub groups which include special needs students, ELL's and our bottom one third receive Academic Intervention Services a minimum of three days per week. This is performed through push in and pull out models that allows for differentiated instruction, small group and individual conferencing; which helps students to inquire and pose questions about their learning.

Activity 1: AIS providers have individual conversations with students about their learning and encourage students explain their mathematical thinking both verbally and in a written form.

- b) staff and other resources used to implement these strategies/activities,

Our AIS team consists of about 6 members that use various instructional materials that are not used in the classroom, such as Turbo Math and Word Problems Daily by Math Buddy. Students receive direct instruction on strategies needed to solve mathematical problems. The AIS providers and classroom teachers use mathematical language and thinking to provide procedures in order to problem solve. Teachers and students alike model think alouds and critical thinking when problem solving before a group.

Activity 2: Teachers and students alike model think alouds and critical thinking when solving a problem before a group.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers work collaboratively during common grade planning to determine through data analysis which teaching strategies will be used in order to further our students understanding of mathematical concepts.

Activity 3: Teacher teams which consist of classroom teachers on the same grade level work together in conjunction with guidance from the Everyday Math pacing guide to determine whether certain performance indicator need addition time for students to understand a particular concept before moving on to the next concept. The teachers will look at student work to determine the effectiveness of the instruction. Together they will address the Common Core math standards.

d) timeline for implementation.

September 2011-June 2012

By January 2012, 50 % of our students will understand how to read a mathematical word problem and determine which operation should be used.

By March 2012, 70% of our students will be able to extract important information. Students in K – 2 will be able to solve simple 2-step word problems. Students in 3-5 will be able to solve multi step word problems using 1 or more operations.

By June 2012, students should be able to write their own multi step word problems that their peers will be able to solve.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Activities:

- 1. Providing materials and training to help parents work with their children to improve their achievement levels in math and use of technology. Meetings will be held on a monthly basis.**
- 2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. Meetings will be held on a monthly basis.**
- 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Parents will be able to make appointments with the Parent Coordinator to learn how to enter ARIS to see their child's progress and get p questions.**
- 4. Providing assistance to parents in understanding Common Core Standards. Workshops for the Common Core Standards will be held on a monthly basis.**
- 5. Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.**
- 6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Staff receives differentiated professional development through PD 360, colleagues, modeled instruction, and intervisitation. Such professional development will help move instructional staff along their continuum of professional growth.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal and Local funds support our math instruction through payment for teaching staff and instructional materials.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide program, conceptual consolidation will allow us to combine federal and local funds such as fair student funding, tax levy, and Title I funds.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 80% of all student subgroups will show a minimum of 1 year's progress in ELA as measured by the instructionally targeted assessments (Acuity, Student Work, WSS, Unit Tests, and NYS ELA Exam). In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing our past three years of ELA data, there is a steady increase in achievement throughout our school. Although there is continued increase in ELA, there is still a great need for our students to deepen their understanding and continue to increase their progress. We believe throughout our school in order to achieve our goals teachers and students must participate in guided reading, small group instruction, one to one conferencing and building stamina. We realize students' learning begins as soon as they enter school; therefore, all early childhood teachers participate in ELA professional development. Treasures literacy program is used from Prek-5.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups

It has been determined that identified student sub groups are finding Treasures too challenging since they are part of the bottom third. These students are using an intervention program entitled Trophies which teaches all of the same strategies and skills as Treasures using high interest/ low level reading passages. Guided reading, small group instruction and one to one conferencing helps teachers determine which skills and strategies need to be reinforced or re-taught.

Activity 1: Teachers determine the correct reading levels for their students using the Fountas and Pinnell levels. Running records are taken a minimum of three times a year to determine growth. Teachers reteach areas of need through guided reading or conferencing.

- b) staff and other resources used to implement these strategies/activities

Based on the Acuity data teachers are able to assess and evaluate student needs. Teachers are able to plan differentiated lessons, create flexible groups, and plan the types of lessons needed for students to improve their understanding of ELA. Students in grades Kindergarten through grade 5 who need further instruction receive AIS, which is provided through both pull out and push in support.

Activity 2: Once teachers and/or AIS providers identify a student's needs, they are taught through Critical Reading books which highlight specific skills and strategies.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Classroom teachers are invited into presentations by various sales representatives of publishing companies to preview and discuss choices of materials available for assessment and intervention. During common planning time teachers can peruse sample materials. Teachers are

given the opportunity via e-mails from the principal to explore websites. Many teachers have evolved as leaders as they engage in team building activities and shared decision making as it relates to assessments.

Activity 3: Teachers meet in groups to determine which materials best suit their students' learning. These materials may include audio, visual, consumables and/or textbooks.

d) Timeline for implementation

September 2011-June 2012

By December 2011, 50% of the students will move up a minimum of one F&P level.

By March 2012, at least 25% of the students will move up an additional F&P level.

By June 2012, at least 85% of our students will have moved up a minimum of one F&P level.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Activity:

- 1. Providing materials and training to help parents work with their children to improve their achievement levels in literacy and use of technology through monthly meetings.**
- 2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.**
- 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. The Parent Coordinator will provide parents with training in ARIS.**
- 4. Providing assistance to parents in understanding Common Core Standards when parents receive the Math or ELA monthly workshops.**
- 5. Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.**
- 6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that our teachers remain highly qualified, they will attend professional development and share best practices. Staff will receive professional development on the Common Core Learning Standards.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, state, and local funding are used to purchase materials needed for both classroom and AIS instruction. Materials used in the classroom are not used for AIS.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide program, conceptual consolidation will allow us to combine federal, state and local funds such as fair student funding, tax levy and Title I funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, (Positive Behavior Intervention System) will be 90% implemented throughout the school community increasing the level of teacher effectiveness using common core standards. At least, 75% of our teachers will be correlating their lessons to the common core learning standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In September 2011 PS 12 was designated as a Persistently Dangerous School by NYSED. This designation was a result of several incidents from specific students that were reported through OORS. Some of these incidents were Level 4 and Level 5 in nature based on the NYC Discipline Code. Some of the students involved in these incidents were classified as Special Needs and were awaiting placement to another setting. We realized that the behavior in our school needed to change as quickly as possible. Careful examination of several character education options led us to the PBIS philosophy. It was decided that PS 12 would adopt this philosophy and expedite its implementation beginning October 2011.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

a) PBIS is a philosophy that encompasses parents, students and staff. The school community developed the mantra – H.A.N.D.S. H.A.N.D.S is an acronym for Hope, Achievement, Nurturing, Determination, Success. From the mantra staff members developed a matrix through which students learn the expectations of how they should behave to improve their learning. All students are instructed as to the meaning of the matrix and how it applies to their education as well as their lives outside of school. Identified subgroups of students receive additional PBIS instruction from the Social/Emotional team.

Activity 1: The PBIS core team members meeting once a week to discuss and prepare to move PBIS forward. On Election Day staff members charted their top three suggestions for behavior expectations in various areas of the school such as – classroom, cafeteria, restrooms, etc. These suggestions were then compiled into a P.S. 12 matrix.

- b) staff and other resources used to implement these strategies/activities,

b) The PBIS philosophy is one that relies on a reward system for positive behavior. All staff members walk around with “Hand Bucks”. Students receive “Hand Bucks” as acknowledgement for doing something positive. Once a student earns 10 “Hand Bucks,” they receive 1 “Shopping Buck.” Students may either save their “Shopping Bucks” or spend it at our store. Items vary in price from 1 “Shopping Buck” to 30 “Shopping Bucks.” Through surveys, our students chose the type of items available at the store. Items are also available for staff members.

Activity 2: All staff members received a pouch with Hands Bucks. The Hand Bucks are to be handed out to the students as acknowledgements for doing something positive. Staff members should know their students and others so as to be able to identify a positive behavior for which a student should receive acknowledgement with a Hand Buck.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All members of staff reviewed several options and we decided that PBIS was the best philosophy given our challenges. As a result the entire staff was invited to become a member of the PBIS core team. For those unable to become core members, we encourage them to become sub committee members. At our Election Day professional development sessions, staff members participated in developing the behavioral and academic expectations for the school. The PBIS philosophy revolves around students and staff being acknowledged for attaining certain behaviors and academic achievements. This can become very costly. All staff members are requested to secure and/or make donations be it materialistic or monetary.

Activity 3: PBIS is a philosophy that will be able to be observe throughout the entire school. The first activity that every that the entire school was asked to participate was to decorate their doors for PBIS using our mantra H.A.N.D.S.

d) timeline for implementation.

The timeline for the implementation is October 2011 – June 2012. Our PBIS kick off for this year is being planned for March, 2012.

By December 2011, 100% of the staff will have been introduced to PBIS, and will have attended a minimum of one professional development session.

By March 2012, 80% of staff and students will understand the concept behind PBIS and will participate in the school wide kick off.

By June 2012, PBIS will be well known by 60% of our parents/guardians.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In order to increase parent involvement we will use the following strategies and activities from the Parent Involvement Policy (PIP):

- **We will provide parents with information and training needed to effectively become involved in planning and decision making in support of the education of their child, non-SLT parents will be invited to observe an SLT meeting.**
- **We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor the child’s progress. Our Parent Coordinator will meet with parents to teach them how to access ARIS for their children.**
- **Lead parents will host monthly PBIS trainings and model proper PBIS matrix for new parents.**
- **Monthly workshops will be conducted to achieve these goals as well as others based on parent suggestions.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Staff will receive professional development PBIS training by our social emotional team, principal, STOPP Team through D75 and PBIS Trainers as well as SWIS trainers.

Lead teachers and teams will share out their data and learning amongst staff regarding PBIS. Staff will receive professional development regarding behavior modification and classroom management in order to achieve high level student performance.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The professional development of PBIS, STOPP, TCI and RTI is being paid for by the Network/ NYCDOE. All other expenses are being paid through donations and voluntary time.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
PBIS Professional Development; STOPP Training; TCI; RTI paid by Network and NYC; Fair Student Funding

PBIS professional development, STOPP training and technical assistance, TCI and RTI are being covered for by the Network/ NYCDOE. Human resources are through staff members volunteering for various positions.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve teacher effectiveness by engaging in short frequent cycles of classroom observations, collaborative examination of student work and timely specific evidence based feedback. Teachers can use feedback to increase the rigor and effectiveness of their instruction. At least 65% of teaching staff will turnkey at least one professional development within our school community by May 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The School Leadership Team conducted a survey of the teachers to find out what they believe are their professional needs. Teachers received both off site and on site professional development that they then shared with other staff members. As a result all staff members receive the same information and have a clear understanding of the present learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

Based on teacher and/or student need we will conduct workshops for teachers to share best practices in relaying information to the students.

Activity 1: Teachers will share their best practices with their colleagues during lunch and learn professional development periods. The teachers leaders will also model these methods upon request of other staff members.

staff and other resources used to implement these strategies/activities,

Use of PD 360 and staff members conducting visits and/or intervisitations to model lessons and share best practices.

- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

-Staff will use evaluation forms to give feedback to the professional development provider.

-PD 360 ; Internal Professional Development and External Consultants.

- c) timeline for implementation

September 2011- June 2012

By November 2011, all staff members will have received their PD360 user names and password.

By February 2012, 65% of the staff members will receive RTI and TCI professional development.

By May 2012, 80% of the classroom teachers will have received 1:1 professional development for guided reading. Activity 2: Staff members will evaluate the efficiency of PD 360 as a professional development tool and an observation tool.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Activity:

- 1. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.**
- 2. Providing written or verbal feedback to keep parents informed of their children's progress.**
- 3. Developing and distributing monthly calendars and school website to keep parents informed about school activities and student progress.**
- 4. Providing school folders for regular written communication between/ teacher and the family.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All P.S. 12 staff will receive professional development in order to maintain their highly qualified status. Also staff with identified talent will be guided into roles that allow them to use those talents. Such examples are lead teachers will be encouraged to seek /or train for administrative roles/ coaches. Etc...

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal funds are being used to purchase PD360.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School wide program, conceptual consolidation will allow us to combine federal and local funds such as fair student funding, tax levy and Title I funds.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	7	7	N/A	N/A	1	0	0	8
1	16	16	N/A	N/A	8	3	0	6
2	15	15	N/A	N/A	8	1	1	9
3	18	16	N/A	N/A	9	5	0	10
4	17	18	10	9	14	1	0	8
5	13	10	6	7	17	2	3	8
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none">  Push In Program <ul style="list-style-type: none"> ○ AIS providers will push into the classroom and work with a specific small group of students – no more than 6. <ul style="list-style-type: none"> ▪ They will use Treasures, follow the mini lesson taught as whole group and pull their group as a guided reading group. The provider will focus on the strategy/skill taught in the mini lesson. If every student understands the main focus, the provider may pull a strategy/skill that all or most of the students need help with and provide support. ▪ Targeted students will use materials from Treasures.  Pull Out Program <ul style="list-style-type: none"> ○ AIS providers will pull designated students out of their classroom – no more than 6 in a group. <ul style="list-style-type: none"> ▪ They will follow the small group instruction from Lead 21. Providers will follow the Teacher’s Guide for word study, comprehension, and writing. The writing focus will be on properly answering open ended questions both verbally and in writing. ▪ Students in the pull out groups need more assistance than those being seen in push in groups. <p>Early Childhood AIS consists of both a push in and pull out program. The Early Childhood</p>

	<p>AIS provider will use Foundations with the pull out students in need of decoding skills. For push in students, Triumphs will be used as a reading program.</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> ✚ Push In Program <ul style="list-style-type: none"> ○ AIS providers will push into the classroom and work with a specific small group of students – no more than 6. <ul style="list-style-type: none"> ▪ They will use Everyday Math, following the mini lesson taught as whole group and pull their group as a guided instruction group. The provider will focus on the strategy/skill taught in the mini lesson. If every student understands the main focus, the provider may pull a strategy/skill that all or most of the students need help with. ▪ Targeted students will use materials from Everyday Math. ✚ Pull Out Program <ul style="list-style-type: none"> ○ AIS providers will pull designated students out of their classroom – no more than 6 in a group. <ul style="list-style-type: none"> ▪ They will follow the small group instruction from Turbo/ Finish Line Math. Providers will base the instruction on the skills each student needs. The writing focus will be on properly answering open ended questions and being able to explain their work in writing. ▪ Students in the pull out groups need more assistance than those being seen in push in groups.
<p>Science</p>	<p>AIS for Science is a push in program. Providers will use informational text and the <u>Measuring Up to the New York State Learning Standards and Success Strategies for the State Test – Science</u>.</p>

Social Studies	AIS for Social Studies is a push in program. Providers will use informational text in addition to maps, graphs and news articles.
At-risk Services provided by the Guidance Counselor	The school guidance counselor services both mandated and at risk students. She actively engages students per their mandates. She coordinates on-going activities designed to help students establish personal goals and develop future plans. Goals are established for all students. In order to help them with decision making, character values, communication and everyday social issues. At the core of the program are continuing plans to develop PBIS to better service all students. At risk students are serviced in groups of no more than six or individually in 6-8 week periods. Progress is monitored and discussed at the PPC meetings. The guidance counselor is working on creating a positive learning environment where all students can feel safe while they develop a sense of self.
At-risk Services provided by the School Psychologist	The school psychologist provides small group and individual counseling for at risk students with behavioral issues. Goals are created with the teacher in order to create an intervention program which will help to decrease at risk behavior.
At-risk Services provided by the Social Worker	The school social worker conducts the bio-psycho-social intake, explains due process rights, conducts formal and informal observation of students. She links community agencies with the schools and families in order to support the students' academic, emotional and social success. A generated list is readily available upon request. The social worker collaborates with all members of the social emotional team and engages with continuous dialogue. She is servicing at risk students on a short term basis of 6-8 weeks. These students receive either individual counseling services or small group counseling. She evaluates student progress specific to behavioral emotional and mental health concerns and the effects to academic progress. While working with at risk students, she works with the families to help them find additional resources to resolve problems and enhance the educational experiences of our students. The social worker is also engaged in the development of PBIS and the development of monitoring behavior intervention plans.
At-risk Health-related Services	To promote healthy habits and decrease absenteeism. To promote health and disease prevention.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

PS 12 TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

I. General Expectations

PS 12 agrees to implement the following statutory requirements:

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

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

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

1. P.S. 12 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Host a Title I Parent Evening and Morning for all parents to have the opportunity to attend.
 - Distribute the Parent Compact and all parent notices by November 30, 2011.
2. P.S. 12 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA parental involvement activities to improve student academic achievement and school performance:
 - Parent meetings to inform parents of school initiatives and survey parent monthly needs.
 - Hold Workshops on upcoming exams and opportunities for the parents to observe classes in session
3. P.S. 12 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Science Family Night with Iridescent Learning, Family Night Celebration for Academic Achievement, Gender Nights, Test Preparation and Assessment, Curriculum Night.
4. P.S. 12 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Parents on the PTA will participate in school walkthroughs and learning walks. This will enable parents to have a clear understanding of how needs are met and assess for the upcoming school year.
5. P.S. 12 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - 1 The State's academic content standards
 2. The State's student academic achievement standards
 3. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, appropriate, to foster parental involvement.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to

implement and coordinate parent programs and build ties between parents and schools.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by: Implementation of automated phone broadcasts providing important information about emergencies or school events to parents' homes, Implementation of new school website to provide parents with up to date announcements, school calendar, events and links to educational websites.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Agenda and Sign In sheets from meeting.

This policy was adopted by the P.S12 on November 1, 2010 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2010.

PS 12 School-Parent Compact

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 11 18(e) of the ESEA:

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

- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 11 18 as parents may request.

IV. Adoption

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN #110	District 17	Borough Brooklyn	School Number 012
School Name P.S.12			

B. Language Allocation Policy Team Composition [?](#)

Principal Nyree Dixon	Assistant Principal N/A
Coach Norene Lieberman	Coach
ESL Teacher Natasha Danova	Guidance Counselor Kymerly Berardi
Teacher/Subject Area Jean Claude Dorelus	Parent Lisa Plowden
Teacher/Subject Area	Parent Coordinator Gladys Thom
Related Service Provider	Other
Network Leader Nichele Manning-Andrews	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	247	Total Number of ELLs	10	ELLs as share of total student population (%)	4.05%
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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. 

Upon registration all newcomers are screened through the Home Language Identification Survey to determine whether they are ELLs by the certified ESL teacher. The informal oral interview in English and in the native language is done at the moment of registration by our ESL teacher. The ESL teacher is responsible for conducting initial screening and administering the HLIS. The Surveys are processed and students who may qualify for ESL services are given the LAB-R within ten days from their registration date. LAB-R determines which students are entitled to ESL education services. The ESL teacher conducts LAB-R. The Spanish LAB-R (if necessary) is conducted by a teacher who is proficient in the Spanish language.

Placement procedure requires that parents will be given an opportunity to make an informed decision of the correct program for their child. Parent Orientation meetings are held within ten days from the registration and evaluation of the newcomer. At the Orientation meeting the ESL teacher together with the Parent Coordinator explain to the parents that they have rights to choose any of the offered programs.

The video explaining the parents' choices is available in different languages as well as translator's services from the school staff. We have staff members who speak Spanish, Haitian-Creole, Arabic, Mandarin, Yoruba, Hausa, Russian, and Polish. It is explained in detail that if parents have the opportunity to chose whatever program they deem appropriate for their child.

Program Selection forms are distributed after parents view the video. The ESL teacher is responsible for the distribution and collection of Parent Survey and Program Selection forms.

After reviewing the Program Selection forms for the past few years the trend in program choices that have been requested by parents is the ESL and Transitional Bilingual programs. A Transitional Bilingual program is not offered in P.S. 12 because of the low number of students whose parents are requesting a Bilingual program.

The program model offered in P.S. 12 is aligned with the parents' request.

The screening for LAB-R and NYSESLAT is done by our Data Specialist and ESL teacher. The ESL teacher and Data Specialist administrate and evaluate the NYSESLAT exams.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	1	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											0
Dual Language											0
ESL	9	0	4	1	0	0	0	0	0		10
Total	9	0	4	1	0	0	0	0	0		10

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														0
Chinese														0
Russian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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 ensure that ELLs are appropriately evaluated in their native languages? 5. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> 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). 6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction in the ESL program will be provided through pull-out/push-in services. The ESL instructional program will be aligned with mandated ESL/ELA and content learning standards and the Common Core Standards. Students at the Beginning and Intermediate Levels in the freestanding ESL program will receive 360 minutes of instruction each week, and students at the Advanced Level will receive 180 minutes of instruction each week in ESL and ELA. This explicit ESL instruction is delivered according CP Part 154.

The ESL groups will be heterogeneous for targeted area instruction as informed by the LAB-R and /or the NYSESLAT. There will be three groups of ELL students that will receive ESL services. Group 1 will consist of K students who are at the Intermediate and Advanced Levels. Group 2 will have students from grades 2 and 3 who are at the Intermediate and Advanced Levels, Group 3 will consist of students from grades 4-5 who are at the Intermediate and Advanced Levels. There are no grade 1 students receiving ESL service at this time. The schedule of our ESL teacher will be adjusted to the needs of the students so that all ELLs receive the appropriate amount of time needed to meet the state requirements. The ESL program stresses integration of the four ELA components: listening, speaking, reading, and writing. The ESL teacher pushes-in to the classrooms during various times of the day thereby assisting during all content areas. During the pull-out classes content-based books are used for ELA and Math instructions. The needs of all students are met through differentiated instruction. To help the ELL population meet the NYS Learning Standards, instructional strategies such as small group models, pair work, modeling, Phonemic Awareness, Total Physical Response, author and genre studies, use of multimedia materials, use of multicultural literature, graphic organizers and class presentations will be utilized. The school will provide ELLs with access to computers in the classrooms as well as access to language-appropriate software that is aligned to standard-based curriculum. The ESL room will have leveled books, author and genre studies materials, multicultural literature, Spanish library, audio and visual equipment. In addition, the ESL teacher will use different instructional materials to support students of all levels of proficiency: research-based reading programs IOpeners, Good Habits/ Great Readers, ESL Activities for Every Month of the School Year, Time for Kids Magazine, Write Time for Kids writing program, Treasures program materials specially designed for ELLs, multiple manipulative materials, Lead 21, and variety of dictionaries. Presently there are no SIFE students in P.S.12. Newcomers receive instructions based on their needs. Some students need more listening center time, while others may need more conversational time.

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

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs. The ESL teacher uses different strategies helping students to acquire academic language, use context to figure out unfamiliar words and expressions, one on one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling grammatically correct statements.

The ESL teacher conducts meetings with classroom teachers who have ESL students in their room. The ESL teacher also helps students with their classroom work and projects. There are currently 4 special education students in the program. These students are included in the groups with general education students for the duration of the ESL program.

Courses Taught in Languages Other than English ⓘ

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

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

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

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 Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

The students in P.S. 12 receive 37 1/2 minutes of extended time services four times a week. All ELLs are included in this service where they get help in ELA, Math and other content areas. The teacher selects a specific group of students that need extra services and work with them in a small group once or twice a week to meet their individual needs. This includes ELLs. Also, we are noting that students will be given an opportunity to attend After School academic help. The ESL teacher works closely with the teachers providing the ELLs with AIS services. Together they plan how to best meet the needs of each student.

ELL students who passed the NYSESLAT and have reached English proficiency still have support for two additional years. They are given extra time and a separate location for all state exams. They also receive help from the ESL teacher on projects and reports.

All of P.S. 12 programs are continually being evaluated as to whether they are meeting the needs of our students. Should any program be deemed as not meeting their needs, a team of teachers evaluate various programs and decide what changes should be made. At this time no ELL programs are being discontinued. All ELL students are considered to be part of the P.S. 12 school community and participate in all activities.

Each classroom is equipped with desktops, laptops, listening centers, and overhead projectors. Teachers of grades K-5 use Treasures reading materials that include ELL supplements and differentiated, leveled reading books. Also, P.S. 12 has purchased books and instructional materials such as Leap Frog and books on tapes. All the instructional materials are provided by age level, grade level, and instructional level.

To reach the needs of newcomers, the ESL teacher with the collaboration of the General/Special Education teachers will modify the assignments for the new students and will provide productive engaging work that immerses new students in language learning. Newcomers will participate and show comprehension using Total Physical Response, drawing, or giving simple responses. We assign students who speak the student's native language to explain the rules, to escort the student around the school, and assist in communicating with parents of the newcomer.

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)?

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.

We have one ESL teacher who will attend all available professional development sessions from DOE and /or our Network Support Team that is applicable to elementary school students. Teachers will demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so as to make sure that all students have the appropriate materials.

7.5 hours of of ELL training is provided for all staff members during Professional Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS LEP Identification Process; LAB-R and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ESL Strategies; SIFE.

Teachers of students transitioning into middle school will contact the new school and provide them with necessary information about each ELL student. They try to arrange visitations for the students and their parents. Guidance counselor and the ESL teacher provide staff with support to assist ELLs as they transition from one school to another. Applications (available in different languages) and information about the dates for Middle School orientations and announcements for Gifted and Talented testing are distributed. We also provide information about district-wide Middle School Fairs. Teachers write recommendation letters for students. Guidance counselor and the ESL teacher will ensure continuity of ESL services for ELLs as mandated.

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?

All parents including ELL parents take part in our parent involvement activities. We will host parent/child activities, as well as parent workshops. When planning our parent involvement activities we survey and listen to our parents as to how we can best serve their needs. Parents of ELLs will attend Parent/Teacher Conferences as well as ELL Parent Orientations where parents will meet the teachers and discuss their child's progress. During winter and spring Parent/ Teacher conferences parents of ELL students are strongly encouraged to visit the ESL room. The ESL teacher also visits each classroom of the students she services to remind the parents and teachers to visit the ESL room. Parents have an opportunity to communicate their concerns with the ESL teacher and review their child's work folder to get a better understanding of their child's needs and achievements. The school leadership, our Parent Coordinator, SLT and PTA members invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the home languages of the parents/guardians, and provide information about needed support services.

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)														TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	L
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				2		1								3
Advanced (A)				2	2	2								6
Total	0	0	0	4	2	3	0	0	0	0	0	0	0	9

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4					2				2
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

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.

Part VI: LAP Assurances

School Name: P.S. 12

School DBN: 17K012

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nyree Dixon	Principal		10/25/11
N/A	Assistant Principal		
Gladys Thom	Parent Coordinator		10/25/11
Natasha Danova	ESL Teacher		10/25/11
Lisa Plowden	Parent		10/25/11
Jean Claude Dorelus	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		
Norene Lieberman	Coach		10/25/11
	Coach		
Kymberly Berardi	Guidance Counselor		10/25/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K012 **School Name:** P.S.12

Cluster: 01 **Network:** CFN 110

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

Part A: Needs Assessment Findings

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

Assessment of P.S. 12 written and oral interpretation is done primarily through the Home Language Survey form that is completed upon registration. We also use a few ATS reports to help to determine the translation and interpretation needs of parents in our school. These reports include the RHLA and RPOB . Though not all of our students are eligible for ESL instruction, we do keep a record of homes where English is not the primary language, so that translation and interpretation services are available to all parents who require them, and not just to parents of ELLs.

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

The primary languages spoken at P.S. 12 are English, Spanish, and Haitian-Creole. All letters and notices that are sent home are translated into the appropriate language for non-English speaking parents and caregivers. These findings were reported at the first PTA meeting for 2011-2012 school year. When oral translation is needed we use either school personnel or when necessary parents. P.S. 12 website www.ps12brooklyn.org has a feature that allows for translation all school announcements, school calendar of all cultural events and exams, school news, and various related materials into the 9 primary languages spoken in NYC area.

Part B: Strategies and Activities

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

All important notices are sent in the home languages. Letters are translated by school personnel; however should it be necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at P.S. 12. We will have a translator from the Translation Unit on site to assist parents when necessary. Administration gathers information about level of literacy and written proficiency in the languages needed. We keep an updated list of available personnel who can assist with translation and interpretation services. P.S. 12 ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

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

We have many staff members that are able to assist our parents with oral interpretation. If interpretation is needed a member of the staff is asked to interpret for the parent. The school administration ensures that the level of provided written and/or oral interpretation services represents a level of language that is objective and accurate. Should no one be available we ask a parent volunteer to assist us.

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

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