



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JAMES B. COLGATE, P.S. 12Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q012

PRINCIPAL: PATRICIA PERRY **EMAIL:** PPERRY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
Patricia Perry	*Principal or Designee	
Patricia Spotteck	*UFT Chapter Leader or Designee	
Shan Huang	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Vasconez	Member/Parent	
Sharmin Sultana	Member/ Parent	
Stacey Lee	Member/ Parent	
Cynthia Dedote	Member/ Parent	
Most Asma Khatun	Member/ Parent	
Georgette Hernandez	Member/Teacher	
Deborah Pellegrino	Member/Teacher	
Enid Simon	Member/Teacher	
Marta Biesaga	Member/Teacher	
Fran Kelly	Member/Teacher	

INSTRUCTIONS 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

By June 2012, 100% of all classroom teachers will incorporate ELA and Math tasks aligned to the Common Core Learning Standards into their instructional planning as measured by the additions to the Units of Study.

Comprehensive needs assessment

The new Common Core Learning Standards are designed to build a foundation for college and career readiness. After updating and reviewing our current Units of Study in both ELA and Math to reflect the Common Core Learning Standards, we determined that further support was needed to assess the degree to which our students were meeting grade specific standards.

Instructional strategies/activities

- Professional development will be provided to explain and describe the purpose of using tasks in our Units of Study.
- Through professional development and intervisitation, teachers will examine and discuss how we can create vertical alignments in our Units of Study across grades.
- Teachers will become familiar with Charlotte Danielson's Framework for Teaching, to help build a strong and supportive learning environment to promote successful learning for all students.
- Literacy and Math Coaches will provide and model sample tasks to demonstrate how they can be used to assess student learning as well as plan future lessons.
- Grade specific tasks aligned to the Common Core Learning Standards will be created to use with the current Book of the Month.
- Opportunities will be provided for teachers to collaborate and develop tasks appropriate for their grade.
- Teachers will create a vertical alignment of performance tasks associated with specific informational texts.
- Teacher task folders will be reviewed three times a year to monitor progress throughout the year.

Strategies to increase parental involvement

- Parents will continue to become familiar with the Common Core Learning Standards through workshops, visits during open school week and parent teacher conferences.
- Monthly calendars will be distributed to parents describing grade specific current Units of Study in each subject area.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development Workshops
- Intervisitations
- Mentoring for New Teachers
- Support from Literacy and Math Coaches
- Common Preparation Periods

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. **Not Applicable**

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.

- Tax Levy Student Funding
- Title I SWP
- Title I Translation

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

By June 2012, there will be an increase in student progress as measured by the ELA and Math State Assessment results.

Comprehensive needs assessment

Although our performance area remains strong, a review of our 2010-2011 Progress Report for ELA and Math reflects an opportunity in the sub category of student progress. After analyzing these results, we targeted students at levels at or above grade level to increase their individual scale scores.

Instructional strategies/activities

- Literacy and Math Clubs will be offered to students who scored a level 3 or level 4 on the 2010-2011 State Assessments.
- Professional Development will provide ideas and strategies to increase student progress in Math and ELA.
- Coaches will provide differentiated activities to help teachers meet the needs of all their students.
- Homogeneous grouping of students for a top class on each grade
- Additional materials will be purchased to support and enhance student progress in ELA and Math.
- Increase critical thinking by exploring Bloom's Taxonomy
- Opportunities will be provided for teachers to observe their colleagues and share best practices through intervisitations.
- Common preparation periods will allow teachers to analyze student work in ELA and Math and discuss best practices with their colleagues.
- Utilization of June planning days to update ELA and Math units of study to promote student progress.

Strategies to increase parental involvement

- Parent workshops will inform parents on the structure and requirements of the State Assessments and provide parents with strategies and ideas on how to support their child at home.
- Parent Coordinator is available to address any specific parental concerns regarding State Assessments
- Technology assistance provided by Parent Coordinator and Computer teacher to assist parents in accessing student data through ARIS
- Web-based programs purchased to support home/school connection
- Monthly newsletters offer parents academic strategies to use at home with their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development Workshops
- Intervisitations
- Support from Literacy and Math Coaches
- Common Preparation Periods

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. Not Applicable

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.
 - Tax Levy Student Funding
 - Title I SWP
 - Title I Translation

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

By June 2012, students will begin to formulate higher level questions to deepen their understanding of grade appropriate content as measured by teacher assessment of student work and discussions.

Comprehensive needs assessment

The New York Department of Education priorities focus on the three domains of Charlotte Danielson's Framework for Teaching. Classroom observations and walkthroughs have indicated our need to concentrate on Competency 3b, Questioning and Discussion. Improved questioning and discussion techniques will encourage higher level thinking among our students.

Instructional strategies/activities

- Professional development on questioning and discussion techniques will be provided.
- Coaches will model how to help students guide their own discussions and questioning.
- Teachers will explore Bloom's Taxonomy as a tool to build questioning techniques and vocabulary.
- Students will use various strategies to enhance questioning and discussion techniques as modeled by teachers, coaches and other students.
- Reference charts will be displayed to facilitate student discussion.
- Teachers will design grade specific tasks with a focus on asking and answering questions.
- Opportunities will be provided for teachers to observe their colleagues and share best practices through intervisitations
- Teachers will receive Danielson's 2011 Rubric to assess their students' questioning and discussion skills. This rubric will be reviewed periodically throughout the year to determine next steps in questioning and discussion techniques.
- Opportunities will be provided for teachers to collaborate and develop tasks that support questioning and discussion.

Strategies to increase parental involvement

- Workshops will provide parents with ideas on building conversations and asking questions.
- Parent Coordinator will include effective questioning techniques during English Language Learner Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development Workshops
- Intervisitations
- Mentoring for New Teachers
- Support from Literacy and Math Coaches
- Common Preparation Periods

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. Not Applicable

Budget and resources alignment

- Tax Levy Student Funding
- Title I SWP
- Title I Translation

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			N/A	N/A	30			
1	117	117	N/A	N/A	20			
2	139	137	N/A	N/A	20			
3	120	103	N/A	N/A	77			
4	121	116	45	45	42			
5	118	107	53	53	45			
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: 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</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>Two-time and one part time AIS teacher 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 including SWDs and 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 five trained instructors, in small groups, during the Mandated Tutorial Program This program 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. A newcomers group targets non-English speaking students new to the country in grades 3-5.</p> <p>This is an after-school program offered to current and former English Language Learners in small groups utilizing ESL strategies taught by licensed ESL teachers.</p> <p>This program is conducted in the spring, prior to the school day to all third, fourth and fifth grade students to</p>

Program	provide additional support for the ELA 2012 assessment.
ELA Morning Review	Targeted SWD students are serviced during their literacy block, Monday through Friday, to improve fluency skills.
Language Reading Program	
Mathematics: Extended Day Math	This program is offered after school on Wednesday from 3:10PM -5:10PM targeting at- risk students.
At-Risk SETSS	This program is conducted during the school day in small groups to assist at-risk students who are not meeting the standards.
Mandated Program (37.5 minutes)	This program is conducted before the start of the school day to support at-risk students from grades 1 through 5.
AIS Tutorial	Two full time and one part time teacher provide math instruction based on the individual needs of at- risk students during the school day, in small groups or one to one.
Summer School	Provided by the ISC to address the needs of students being retained in their current grade as well as those in need of assistance.
Math Morning Review	This program is conducted in the spring, prior to the school day offered to all third, fourth, and fifth grade students to give additional support for the Math 2012 Assessment.
Science	AIS teachers provide tutoring services to at-risk students. Classroom and cluster teachers in grades K-5 conduct the Science Program on a daily basis during the school day and differentiate according to student need.
Social Studies:	These programs are implemented by teachers in grades K-5 on a daily basis during the school day and are differentiated according to student need.
Project Arts/Symphony Space/ TADA	During the school day, these programs supplement our Social Studies curriculum and offer at-risk students an alternate outlet to express their understanding of the curriculum.
At-risk Services Provided by the Guidance Counselor:	Two full-time Bilingual Guidance Counselors and one part time Guidance Counselor work to support and enhance academic development by assisting students 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.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services:	The school nurse provides medication and treatments to students identified with needs through 504 services. 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.
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P.S. 12Q PARENT INVOLVEMENT POLICY (PIP)

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 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 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 and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds,

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, ARIS, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- Parents will continue to become familiar with the Common Core Learning Standards through workshops, visits during open school week and parent teacher conferences.
- Monthly calendars will be distributed to parents describing grade specific current Units of Study in each subject area.
- Parent workshops will inform parents on the structure and requirements of the State Assessments and provide parents with strategies and ideas on how to support their child at home.
- Parent Coordinator is available to address any specific parental concerns regarding State Assessments
- Technology assistance provided by Parent Coordinator and Computer teacher to assist parents in accessing student data through ARIS

- Web-based programs purchased to support home/school connection
- Monthly newsletters offer parents academic strategies to use at home with their children.
- Workshops will provide parents with ideas on building conversations and asking questions.
- Parent Coordinator will include effective questioning techniques during English Language Learner Workshops
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

P.S. 12Q SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 Peggy Miller	District 24	Borough Queens	School Number 012
School Name James B.Colgate			

B. Language Allocation Policy Team Composition

Principal Patricia Perry	Assistant Principal Stephanie Moskos
Coach Debbie Pellegrino	Coach Georgette Hernandez
ESL Teacher Bing Cui	Guidance Counselor Roxanna Rivas
Teacher/Subject Area Michele Galvez/Bilingual	Parent Stacey Lee
Teacher/Subject Area Jeff Matte/ESL	Parent Coordinator Virginia Gallagher
Related Service Provider Angela DeCarlo	Other type here
Network Leader Peggy Miller	Other type here

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	6	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 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	4		

D. School Demographics

Total number of students in school	1290	Total Number of ELLs	375	ELLs as share of total student population (%)	29.07%
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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:

- Parents of newly enrolled New York City students are greeted by the Assistant Principal of English Language Learners and 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, 2011-2012.
- 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. A trained pedagogue conducts the formal interview at the time of registration.
- 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. Newly arrived Spanish speaking students who do not meet the proficiency standards in English are administered the LABR in Spanish.
- The Assistant Principal of ESL is responsible for the ELL compliance and identification process. The ELL AP is also a certified NYS ESL teacher.

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. Classroom teachers and ESL teachers are provided with their students' 2011 versus their 2010 NYSESLAT scores to improve upon and reflect upon their teaching skills.
- 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 advanced or 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 and/or flexible group meetings initiate parents to the ELL programs available (TBE/DL/Freestanding ESL) within ten days of registration. Parent meetings are held in the parents' preferred language. Parents view the DOE video in small language groups or during individual meetings. Copies of parent meetings are kept on file.
- Kindergarten parents attend two orientations, one in June and one in late September/early October to review the different programs that are offered. Interpreters are hired to assist with translations at these meetings.
- 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 August, 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, LAB-R results, and program availability. 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 flexible 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. We hold group meetings by language (Bengali, Spanish, and Chinese) during the school year to better inform our parents of their parental rights.
- In Kindergarten, requests have been made for our Spanish Transitional Bilingual program. Total requests for the 2011-2012 school year are 20 which represents a decrease from 2010-2011 of 23 percent.
- Very few requests have been made for other bilingual programs.
- P.S. 12Q maintains copies of current Program Selection forms. The new ELPC screen is updated after parental meetings take place and after Parent Selection Forms are returned.

Question #6

- Our program models are aligned with parental requests.

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	20	17												37
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	15			25	21	5								66
Push-In	70	71	68	16	18	29								272
Total	105	88	68	41	39	34	0	0	0	0	0	0	0	375

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	375	Newcomers (ELLs receiving service 0-3 years)	335	Special Education	43
SIFE	0	ELLs receiving service 4-6 years	40	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	37	0	2	0	0	0				37
Dual Language	0	0	0	0	0	0				0
ESL	298	0	21	40	0	20	0		0	338
Total	335	0	23	40	0	20	0	0	0	375

Number of ELLs in a TBE program who are in alternate placement: 2

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	20	17												37
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	20	17	0	37										

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	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

**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
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: ____

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	53	19	28	21	15	11								147
Chinese	9	15	11	6	8	0								49
Russian														0
Bengali	23	12	10	1	7	6								59
Urdu		4		2										6
Arabic														0
Haitian														0
French														0
Korean		1				1								2
Punjabi	1				2									3
Polish														0
Albanian														0
Other	36	21	18	11	7	16							0	109
TOTAL	122	72	67	41	39	34	0	375						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Question #1

How is instruction delivered?

We use two organizational models: Push-In (Co-Teaching/ Pull aside) and Self-Contained. Our self contained ESL classes are taught by licensed common branch/special education teachers with ESL certification. 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 ELL 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. As of September 2011, ESL teachers have been trained on how to apply the CCS to their daily lesson plans. 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

To formally assess the native language skills of our kindergarten students in our TBE Program, we use a P.S. 12Q Initial Assessment. For

A. Programming and Scheduling Information

bilingual students in grade 1, P.S.12Q uses our native language libraries. In addition, P.S.12Q is reviewing programs such as EL Sol to assess the 1st language skills of our students.

Question #5

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 key 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, have will be offered 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.

Programming and Scheduling Information, Part B

Question#6

LEP Students with disabilities are provided with mandated ESL or bilingual instruction in accordance with their IEPs. During the school day, LEP SWDs are provided access to grade level academic content during small group differentiated instruction. We apply student specific ESL methodologies and strategies through a push-in and/or team teaching model. Last year (2011), 7 of our LEP SWDs achieved English proficiency.

LEP SWDs in grades K-2 are taught strategies that focus on the acquisition of all four language modalities. Since the majority of LEP SWDs in grades 3-5, are advanced and or proficient in listening and speaking skills, ESL teachers scaffold literacy development to help our LEP SWDs in reading and writing. ESL teachers target their students' zones' of proximal development by providing authentic assignments that are slightly more difficult to achieve independently. In turn, ESL teachers offer strategies to their LEP SWDs to become lifelong learners by accelerating English proficiency.

We support our our LEP SWDs with ESL materials that are of high interest. Smart Board Technology in all classrooms with SWDs and Lap Top computers for our 12:1 and ICT classes help to create and foster an interactive learning environment. We recently purchased guided reading libraries as well as intervention kits to support the literacy needs of our SWDs. ESL teachers amplify the curriculum set forth by the city of New York to meet the needs of our LEP SWDs.

Question #7

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our LEP SWDs in the following ways:

All LEP SWDs are provided with their mandated periods of ESL instruction via licensed ESL teachers. Licensed reading teachers also service our LEP SWDs in our testing grades, 3-5.

ESL teachers as well as licensed reading teachers support our LEP SWDs by using grade appropriate materials to teach "word attack" skills. During the school day, we recognize the need to teach our LEP SWDs good decoding skills that break down complex multisyllable words. P.S.12 uses the Wilson/Fundations Reading Program via our reading/classroom teachers to support the importance of letter sound relationships.

Our LEP SWDs are challenged to develop strategies for acquiring new vocabulary. We use high interest reading materials from our newly acquired guided reading libraries, Focus Books and The Read Well Program to build upon encoding skills. Our LEP SWD materials contain a large number of words that our students can understand or derive through the use of context clues which builds self confidence and good reading skills . A school wide Vocabulary Handbook was developed last year (2011) by our school community

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

A. Programming and Scheduling Information

our literacy block as well as during content area instruction in order to focus upon the development of academic language.

Depending on the individual strengths of our IEP SWDs, our 12:1 students may be mainstreamed during content area

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?

Question #8

In addition to differentiated small group instruction during the school day, 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 NYSESLAT 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 seven 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 #9

In grades 3-5, ELLs who have reached English proficiency remain in an ESL classroom for a minimum of one to two years in order to receive the benefit of 2 teachers during our literacy block. Former ELLs are also 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 #10

• 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 5 Push-In ESL Teachers.

Question #11

We will not be discontinuing any programs.

Question #12

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

Question # 13

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: Attanasio and Associates, 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. In addition, during the Spring of 2011, all classrooms have been equipped with Smart Board Technology to enhance the language development of our students.

Question #14

Public School 120 fully recognizes the importance of native language support in the acquisition of English. Students are provided with

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?

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In addition to differentiated small group instruction during the school day, P.S. 12Q has the following targeted intervention programs for ELLs in ELA, Math, and Content Areas.

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- 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.
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Question #14

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 2011 school year, we increased our Native Language Support Libraries in grades K-5.

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?

Question #8

In addition to differentiated small group instruction during the school day, P.S. 12Q has the following targeted intervention programs for ELLs in ELA, Math, and Content Areas.

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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 5 Push-In ESL Teachers.

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We will not be discontinuing any programs.

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Question #14

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 2011 school year, we increased our Native Language Support Libraries in grades K-5.

Question #15

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

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)?
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Science:	NA			
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Demonstration lessons are facilitated by our literacy and math coaches as well as our ESL teachers.

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ESL teachers meet every Tuesday 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.

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The Assistant Principal of ESL maintains a binder of Inter-Visitations offered and attended.

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Our fifth grade teachers are provided with PD during the school year through our literacy and math coaches. PD includes strategies for assessing whether or not our students are meeting the Common Core Standards. In addition, our Guidance Counselors meet with the fifth grade to provide guidance in adjusting to the middle school experience.

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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?

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Question #4

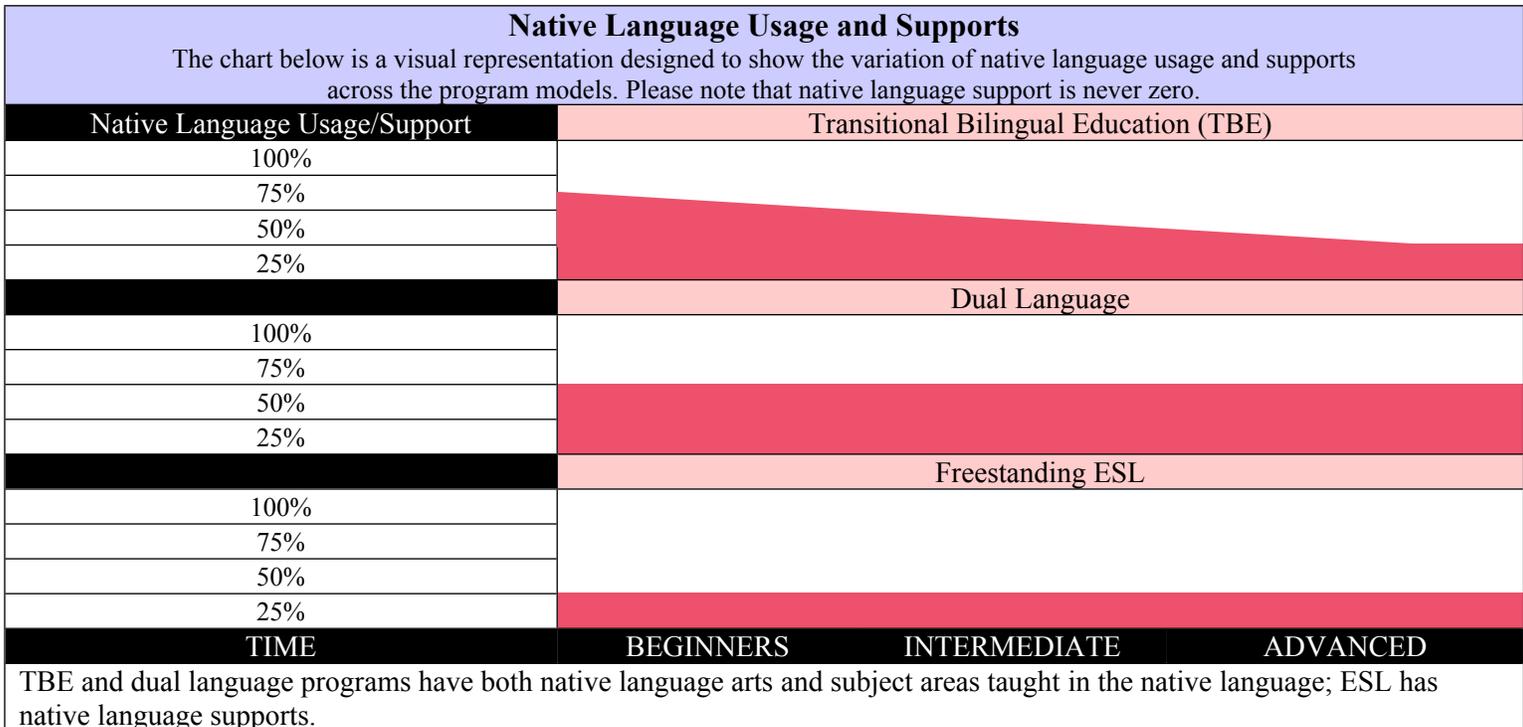
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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
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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?

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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

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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)	11	11	1	3	0	4								30
Intermediate(I)	19	14	12	5	4	5								59
Advanced (A)	33	45	21	29	24	10								162
Total	63	70	34	37	28	19	0	0	0	0	0	0	0	251

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	5	0	1	0	2							
	I	15	7	0	5	1	5							
	A	37	48	11	11	11	3							
	P	39	36	34	38	35	32							
READING/ WRITING	B	11	10	1	3	0	4							
	I	11	11	12	4	4	5							
	A	23	25	21	28	23	9							
	P	46	50	11	20	20	24							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	28	16	0	49
4	4	29	9	0	42
5	6	16	5	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	1	2	22	2	22	5	1	1	56
4	1	0	19	4	18	2	3	0	47
5	2	3	10	4	10	5	4	2	40
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0		2		20	5	22		49
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)									

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
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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Question #1

- P.S. 12 uses several assessment tools to assess the early literacy skills of our students: ECLAS -2, EPAL, and Fountas and Pinnell Running Records. Our data supports the need to differentiate instruction according to reading level. Our data shows that ELLs need strategies to build fluency and comprehension in reading and vocabulary to improve upon their writing skills. Our data tells us that our 4-6 year ELLs need early intervention reading and writing intervention strategies, in grades K-2.
- Our assessment data of early literacy skills drives instruction. Our Balanced Literacy Program offers our students opportunities and 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).

Questions #2 and #3

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

Grade K

- 67 % scored at the proficient and advanced levels.
- 86% improvement over last year in English proficiency: 28Ps in 2011 versus 4Ps in 2010.
- Oral language proficiency skills indicate the need to focus on listening and speaking as well as reading and writing.
- Our focus on picture prompt writing strategies and the building of comprehension through thematic units has been successful.

Grade 1

- 74% scored at the proficient and advanced levels.
- Listening and speaking skills were the strongest skills across grade one with 88% of students scoring at advanced and proficient in listening and speaking versus 78% in reading and writing.
- The results show the need to provide intensive instruction in reading comprehension and writing strategies.

Grade 2

- 100% scored at the proficient and advanced level in listening and speaking versus 71% at the proficient and advanced levels in reading and writing.
- Our second graders must be provided with intensive ESL instruction that focuses on reading comprehension and the development of academic vocabulary in order to prepare them for grade 3.

Grade 3

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Perry	Principal		10/31/11
Stephanie Moskos	Assistant Principal		10/31/11
Virginia Gallagher	Parent Coordinator		10/31/11
Bing Cui	ESL Teacher		10/31/11
Stacey Lee	Parent		10/31/11
Jeff Matte	Teacher/Subject Area		10/31/11
Michele Galvez	Teacher/Subject Area		10/31/11
Debbie Pellegrino	Coach		10/31/11
Georgette Hernandez	Coach		10/31/11
Roxanna Rivas	Guidance Counselor		10/31/11
Peggy Miller	Network Leader		10/31/11
	Other		10/31/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q12 **School Name:** James B. Colgate

Cluster: 4 **Network:** 207

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.

•Public School 12Q uses the data culled from the ATS Home Aggregation Report (RHLA) and the P.S. 12Q Preferred Language Recap Form via our classroom teachers to assess our school's written and oral translation needs. In addition, the parents of our students are provided with appropriate and timely information in their preferred language by surveying their language needs through Interpretation Log requests collected during Parent Teacher Conferences as well as our Parent Coordinator's input.

•All new admits have been and will continue to be provided with Home Language Identification Surveys in DOE available languages (Spanish, Bengali, Chinese, Punjabi, Hindi, Arabic, Urdu, and Polish). In addition, Parental Notification Letters in reference to NYSESLAT and LABR results will continue to be distributed in all available languages.

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.

•Thirty-three different languages are spoken by our student population. Eighty-seven percent of our students speak another language other than English. The high incident languages include Spanish (39%) , Bengali (16%), and Chinese (13%) . The lower incident languages include Nepali (4%), Tagalog (2%), Tibetan (2%) , and Punjabi (1%).

•The administration provides the school community with information concerning parental preferred language needs during Faculty Conferences and Parent Meetings. When school and/or community interpreters are not available, our faculty and staff are encouraged to use the DOE Interpretation Unit.

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.

Public School 12Q fully recognizes the importance of effective communication with the non English speaking parents of our students as well as recognizing the value of parents as partners in the educational success of our students. In order to ensure optimal communication, we will continue to provide translated materials through the Department of Education's Translation and Interpretation Unit and our qualified bilingual staff members. Materials in need of written translation are sent via email to the translation unit two weeks prior to distribution.

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.

Public School 12Q is able to provide oral interpretation services for our high incident languages through our bilingual personnel. Lower incident language interpretations are provided via the school communitiy, Maspeth Town Hall, and the DOE's Translation and Interpretation Unit. In addition, we may employ the use of the LIS Agency to assist us with interpretation services during Parent Teacher Conferences, Kindergarten Orientation, and Parental Choice English as a Second Language Meetings.

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>.

Public School 12Q fulfills Section V11 of the Chancellor's Regulations A-663 regarding parental notification requirements by posting the DOE sign in the front lobby of our school informing the parents of their rights regarding translation and interpretation services. Parents are also informed of their rights during the initial interview process via a trained pedagogue and during Parental Choice Meetings.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 24 School Number: 012 School Name: James B. Colgate

Cluster Leader: Amundsen Network Leader: Miller Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input type="radio"/> No Comments:
Parent Activities	☼ Yes	<input type="radio"/> No Comments:
Budget	<input type="radio"/> Yes ☼ NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼ No <input checked="" type="radio"/> Date: 2/7/12 Senior ELL CPS: Gary D. Goldenback		
Additional Comments:		