



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** DR. JACQUELINE PEEK-DAVIS ELEMENTARY SCHOOL

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

**PRINCIPAL:** NYREE DIXON

**EMAIL:** NDIXON3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** BUFFIE SIMMONS

06-18-2013

**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.

**Staff- Dixon, Bernard, Graham, Yard, Jackson (5)**

**Parents- Plowden, Woods, Flores, Tuten, GoPaulchan (5) Signatures on file at the school**

Name	Position and Constituent Group Represented	Signature
Nyree Dixon	*Principal or Designee/Staff	
Cherrol Bernard	*UFT Chapter Leader or Designee/Staff	
Lisa Plowden	*PA/PTA President or Designated Co-President/Parent	
None	DC 37 Representative, if applicable	
None	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Rick Miller	Representative, if applicable	
Lakeeya Woods	Member/Parent	
Robert Tuten	Member/Parent	
Jennifer Gopaulcan	Member/Parent	
Mariela Flores	Member/Parent	
Rose Graham	Member/Staff	
Karen Jackson	Member/Staff	
Equasia Yard	Member/Staff	

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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 2013, 90% of teachers will move from developing to effective or even highly effective on the Danielson Framework teaching in one or more of the competencies as a result of short frequent cycles of classroom observations and providing timely, specific evidence based feedback to the teachers.***

### **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 based on teacher needs, parent needs and selected needs of students. Examining student work aligned with the Common Core Standards was a high priority. Based on the New York City Department of Education 2012-2013 Expectations this specific goal is a priority for both the city and our school. The Learning Environment Survey indicated teachers needed to spend more time collaborating and working within their teacher teams. It is our belief this goal will allow for inquiry and teacher teams to flourish. Finally, the 2011-2012 Quality Review indicated our school needs work in progress monitoring, looking at student work and need for students' understanding of next steps as teachers provide feedback on individual student work.

### **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,

**Activity 1: Conduct at least 5 (15 minute) snapshot observations per week utilizing the Danielson Framework to determine coherence in order to evaluate teacher practice.**

**Activity 2: To provide teachers with immediate feedback, within 48 hours or less.  
Oral and /or written feedback of the snap shot, including ratings per the Danielson Rubric HEDI scale, and actionable feedback.**

**Activity 3: Look collaboratively at student work aligned to New York State Common Core Learning Standards.**

**Activity 4: Engage teachers in professional development sessions with a focus on Teacher Effectiveness/Danielson Framework.  
PDs based on the observations recorded on ARIS system, pinpointing trends for professional needs.**

**Activity 5: Teachers will create class/grade assessments based on units of study.**

**Activity 6: Engage teacher in 1:1 instructional conversations based on data analysis and how it is being used to refine instruction and meet students' needs.**

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

**Administration**  
**CFN Achievement and Talent Coach**  
**Classroom Teachers**  
**Lead teacher/Teacher Teams**  
**Aussie Consultant**

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

**Evaluations and feedback from PD sessions**  
**Results of 1:1 conversations**  
**Feedback from common planning meetings**

- d) timeline for implementation

**By December 2012, all classroom teachers will have been introduced to the Teacher Effectiveness Program and Danielson Framework. By February 2013, administration will have engaged 100% of classroom teachers in 1:1 conversations and mid year feedback. By June 2013, 50% of classroom teachers will have created class/kgrade assessments based on one unit of study.**

#### **Strategies to increase parental involvement**

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 ELA,, social studies, sciences, math and the use of technology. Use of Measuring Up Live (Grades 1-5) and Award Reading Online (GradesPreK-3) .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 answers to their 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 using 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. Use of the school website to communicate with families.**

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**TEP coach works with principal, Assistant Principal and teachers to ensure teachers are moved from effective to highly effective. Timely feedback is necessary. Laptops and ipads are provided to school staff.**

## **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 2013 all students will experience at least four units of study aligned to common core in selected standards in core content areas as evidenced by authentic student products reflecting use fluency, application, and conceptual understanding and show evidence from text for reading, writing, and discussions.***

### **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.

Since New York State is an identified Common Core State, our school believes it is necessary to conduct units of study aligned to Common Core. Additionally the 2011-2012 NYC Expectations states all schools must participate in at least 4 Common Core Learning Standards Units of Study. As a school community we are utilizing the NYCDOE created Units as well as our own school created Units of Study.

### **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,

**Activity 1: To assess and evaluate students' writing based on the CCLS and rubrics. To determine trends and patterns in student writing to determine next steps for writers, classes and/or grades.**

**Activity 2: Engage students in daily rigorous authentic writing activities aligned to the NYSCCLS spanning all content areas of the curriculum (Mathematics, Science, Social Studies)**

**Activity 3: Teachers will continue to model think-aloud strategies in writing during writer's workshop.**

**Activity 4: Teachers will continue to use the Writing Process to guide and gauge students' writing experiences.**

**Activity 5: Teachers will engage student in Author's Studies mentor texts that foster and promote what exemplar writing looks and sounds like.**

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

**Administration**

**Teacher Leaders  
Assistant Principal  
CFN Achievement Coach  
RTI Team Members/AIS Providers  
Grade Leaders  
Writing Teacher  
Teacher Teams**

- 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 the writing process.**

- d) timeline for implementation.

**By October 2012, all classroom teachers will engage students in common core aligned writing activities using the Teachers College model in at least one other content area curriculum.**

**By March 2013, 80% of classroom teachers will have held weekly team meetings to analyze student writing.**

**By June 2013, 80% of the parents will have attended or participated via internet or school visit informational meetings on the Common Core Standards.**

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 ela, social studies, sciences math and use of technology. Use of Measuring Up Live (Grades 1-5) and Award Reading Online (GradesPreK-3) .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. Use of the school website to communicate with families.**

**Budget and resources alignment**

• Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Federal and Local funds support Teacher Effectiveness.

**Each teacher is provided with a laptop or ipad to analyze data and gaps in student learning during team meetings.**

### 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 May 2013 teacher teams will work collaboratively to look at student work, conduct gap analysis and monitor progress of students using a three week cycle in all subject areas ensuring a student portfolio is kept on file for each student.***

#### **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 based on teacher needs, parent needs and selected needs of students. Examining student work aligned to the Common Core Standards was a high priority. Based on the New York City Department of Education 2012-2013 Expectations this specific goal is a priority for both the city and our school. The Learning Environment Survey indicated teachers needed to spend more time collaborating and working within their teacher teams. It is our belief this goal will allow for inquiry and teacher teams to flourish. Finally, the 2011-2012 Quality Review indicated our school needs work in progress monitoring, looking at student work and need for students understanding of next steps as teachers provide feedback on individual student work.

#### **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: Administration will randomly collect selected student work on a bi-monthly basis and provide feedback to grades, specific teachers and classes.**

**Activity 2: Teachers will share their student work or best practices with their colleagues during lunch and learn professional development periods.**

**Activity 3: Students examining and discussing their own work or their peers' work based on the rubric and CCLS.**

**Activity 4: Students and staff will celebrate student writing through a publishing party; bulletin board displays and**

**oral presentations.**

**Activity 5: Teachers will analyze data gathered from student work, look for patterns/trends and use analysis to plan instructional steps.**

b) key personnel and other resources used to implement these strategies/activities,

**Teachers College Writing  
Principal / Assistant Principal / Administration  
Teachers/ Parents/ Students  
Talent Coach/ ELA Network Support/ Aussie ELA Support/ PD 360/ Teaching Channel  
Lead Teachers and Grade Leaders**

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

**Staff evaluation and feedback forms; one to one meetings; grade meetings; mid – year conferences and goal setting**

d) timeline for implementation.

**By October 2012 all classroom teachers will receive access to PD 360 for best practice and model student work; standards; Common Core Writing Standards and exemplars  
By October 2012 all classroom teachers and out of classroom teachers will receive specific feedback regarding student writing based on bulletin boards, classroom display; student folders and student notebooks  
By May 2013 all students in grade Prek-5 will have published at least 10 pieces of writing through the writing process**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 held by school, PTA, Parent Coordinator.
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. Use of the school website to communicate.
6. Parents and family members are invited on a monthly basis to celebrate student writing during the publishing.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds are set aside for curriculum writing, CCLS, alignment to instruction, Data Inquiry and differentiation.

### **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.

**By May 2013, all staff members will implement the Positive Behavior Intervention Support (PBIS) as evidenced by monitoring teacher implementation of incentive acknowledgement system.**

#### **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. Today our school is a changed place. Our motto "Together We Aspire, Together We Achieve" rings throughout our hallways.

#### **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,

**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 meet every other week to discuss and prepare to move PBIS forward. The PBIS matrix is revised and distributed.**

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

**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 subcommittee members. 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 is the creation of a school mascot and PBIS door decoration competition.**

- d) timeline for implementation.

The timeline for the implementation is January 2013-June 2013. Our PBIS kick off for this year is being planned for January 2013.

By December 2012, 100% of the staff will have been introduced to PBIS, and will have attended a minimum of one professional development session.

By January 2013, 80% of staff and students will understand the concept behind PBIS and will participate in the school wide kick off.

By June 2013, PBIS will be well known by 60% of our parents/guardians.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - 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.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy     X  Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Use of PPT, RTI, Noble Mentors to support the implementation of PBIS.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Interactive Reading and Writing/ Shared Reading/ Guided Reading and Writing/Small Group	<p><u>Push In Program</u> AIS providers will push into the classroom and work with a specific small group of students – no more than 6. 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; Traits Writing ; TC Writing.</p> <p><u>Pull Out Program</u> AIS providers will pull designated students out of their classroom – no more than 6 in a group. The writing focus will be on properly answering open ended questions both verbally and in writing.</p>	School Day/ Extended Day/After School

		<p>Students in the pull out groups need more assistance than those being seen in push in groups.</p> <p>Early Childhood AIS consists of both a push in and pull out program. The Early Childhood 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>	
Mathematics	Guided Math/ Small Group	<p><u>Push In Program</u>  AIS providers will push into the classroom and work with a specific small group of students – no more than 6.</p> <p>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.</p> <p>Targeted students will use materials from Everyday Math.</p> <p><u>Pull Out Program</u>  AIS providers will pull designated students out of their classroom – no more than 6 in a group.</p> <p>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</p>	School Day/ Extended Day/ After School

		<p>properly answering open ended questions and being able to explain their work in writing.</p> <p>Students in the pull out groups need more assistance than those being seen in push in groups.</p>	
Science	<p>Reduce group size for targeted instruction to address specific needs of students. Modify homework. Modify assignments or the task as determined by analysis of work samples and assessment. Use of Measuring Up Live ELA/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> <p>NY Science: Harcourt Intervention-Content Area Reading Success</p>	School Day/Extended Day/After School
Social Studies	<p>Reduce group size for targeted instruction to address specific needs of students. Modify homework. Modify assignments or the task as determined by analysis of work samples and assessment. Use of Measuring Up Live ELA/Social Studies.</p>	<p>AIS for Social Studies is a push in program. Providers will use informational text in addition to maps, graphs and news articles.</p> <p>NY Social Studies: Social Studies World Communities</p> <p>Harcourt Intervention-Content Area Reading Success</p>	School Day/Extended Day/After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>One to One or Small Group</p>	<p>The school psychologist provides comprehensive psychological services to grades K-5. This includes administering psychological and academic assessments, leading and assisting in the development small group and individual counseling for at risk students with behavioral issues. Goals are created by collaborating with instructors in order to create an intervention program which will help to decrease at risk behavior.</p> <p>The speech and language provider shares information with school staff</p>	School Day/Extended Day/After School

		<p>on identification of an intervention for students with language disorders. (Tier 1)She also discusses the relationship between language/communication skills and the development of literacy skills. (Tier 2)The Speech and Language provider can suggest strategies, observe in a classroom. (Tier 3) Model strategies and consults as needed.</p>	
		<p>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</p>	

		behavior intervention plans.	
		<p>The school guidance counselor/s service 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. An external DOE guidance counselor supports all mandated children. 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.</p>	

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to maintain highly qualified teachers, teams engage in collaborative practice using the inquiry approach. Time is spent effectively assessing and evaluating student work and planning lessons that accelerate student learning. Rigorous conversations are held in small groups and one to one amongst peers to facilitate collaboration and continuous dialogue.

As a school community we encourage school leaders to work cohesively to be a part of the school hiring team to select new employees and provide them with high quality professional development which ensures that teachers become, and remain, highly effective in helping all students to achieve high performance standards. Highly qualified teachers are recruited through job fairs and interviewed by a hiring committee consisting of novice and veteran teachers.

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. Staff will also receive professional development, PBIS training by our social emotional team, teacher leaders and external developers.

The use of technology based professional development will allow teachers and staff to reflect, network and provide on-going professional development through PD 360, Engage NY and The Teaching Channel. Staff will receive professional development regarding behavior modification and classroom management in order to achieve high level student performance. 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 who will be encouraged to seek /or train for administrative roles/ coaches. All new teachers will receive a mentor for at least one year. Providing new teachers and those in need of support within a small learning community, professional development and tools to support best practice is the key to our success.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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.

**TITLE 1 SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL PARENT COMPACT**

## **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:**
  - 1. That parents play an integral role in assisting their child's learning;**
  - 2. That parents are encouraged to be actively involved in their child's education at school;**
  - 3. 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.**

4. 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 Meeting to accommodate parents.**

**Distribute the Title 1 School Parental Involvement Policy and Parent Compact by November of each year.**

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:

**Host Curriculum Day/evening to give parents the opportunity to be involved in a classroom setting and share their child's academic experience.**

**Conduct workshops to assist parents in supporting their children for New York State Exams.**

**Conduct parent meetings to inform parents of school initiatives and survey parent needs.**

3. P.S. 12 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs: Science Family Night, Celebration for Academic Achievement, PBIS Celebration, Attendance Celebration, Test Preparation and Assessment and Curriculum Day.

4. P.S. 12 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in

**improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**

**Parents on the PTA and School Leadership team will participate in school walkthroughs and learning walks. This will enable parents to have a clear understanding of how needs are assessed for the upcoming school year.**

**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:**

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 held by school, PTA, Parent Coordinator.
  
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. Use of the school website to communicate.
  
6. Parents and family members are invited on a monthly basis to celebrate student writing during the publishing.

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 academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. This will be achieved through one to one conferences, workshops, and classes. Classes. The necessary equipment or other materials that may be necessary will be provided to ensure success.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement.
1. Providing materials and training to help parents work with their children to improve their achievement levels in ela, social studies, sciences math and use of technology. Use of Measuring Up Live (Grades 1-5) and Award Reading Online (GradesPreK-3) .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.**

**5. 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. Use of the school website to communicate with families.**

#### **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, of each year.**



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>401/Roxan Marks</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>012</b>
School Name <b>P.S.12</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Nyree Dixon</b>	Assistant Principal <b>Rose Graham</b>
Coach	Coach
ESL Teacher <b>Natasha Danova</b>	Guidance Counselor <b>Elma Brownshine</b>
Teacher/Subject Area <b>A. Finnikin-Charles</b>	Parent <b>Lisa Plowden</b>
Teacher/Subject Area	Parent Coordinator <b>Gladys Thom</b>
Related Service Provider	Other
Network Leader <b>Roxan Marks</b>	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>224</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>4.02%</b>
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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. 

n registration all newcomers are screened through the Home Language Identification Survey to determine whether they are ELLs. The informal oral interview in English and in the native language is done at the moment of registration by our ESL teacher, Parent Coordinator or Data Specialist. The secretary and the ESL teacher are responsible for conducting initial screening and administrating the HLIS. The Surveys are processed and students who may qualify for ESL services are given the LAB-R within ten days from the 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. However, P.S. 12 only offers an ESL program.

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 should choose any option other than Freestanding ESL program, their child would be required to go to another school. The ESL teacher is ready to give information about location of available bilingual schools.

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.

Any parent who decides to keep their child in P.S. 12 must accept the Freestanding ESL program as this is the only program offered in our school. Very few parents choose to send their children to other schools. Most parents accept the program we offer at P.S. 12.

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)

K  1  2  3  4  5

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	3	1		2	2								9
<b>Total</b>	1	3	1	0	2	2	0	0	0	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	5	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	4	0	1	4	0	3	0	0	0	8
<b>Total</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

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	1	2	1		2	2								8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1												1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>						

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

## A. Programming and Scheduling Information

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?

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 mixed up 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

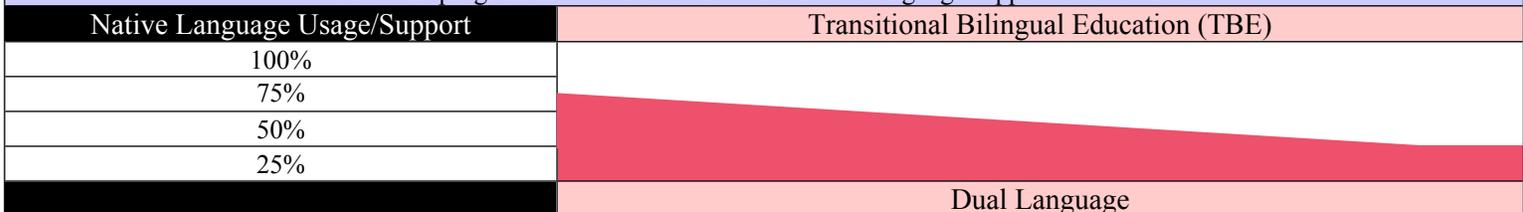
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

### 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 Empowerment Support 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)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		3												3
Intermediate(I)					1									1
Advanced (A)			1		1	2								4
Total	0	3	1	0	2	2	0	0	0	0	0	0	0	8

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		2	1							
	P						1							
READING/ WRITING	B													
	I					1								
	A			1		1	2							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			2						2
5					1		1		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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?
  - 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.

We use WSS (Work Sampling System) as an authentic assessment for K-2. We have found this data useful in instructing the students. In grades 3-5 we use Acuity, past state exams, Treasures and Everyday Math Unit assessments to assess student progress. An analyses of the NYSESLAT results for 2010-2011 indicates that all tested ELLs showed an increase in becoming Proficient students. 80% of the ELLs scored at the Proficient level for Listening and Speaking part, 20% scored at the Advanced level. At Reading and Writing 10% of the students scored at Proficient level, 60% scored at Advanced level, and 30% of the students scored at Intermediate level. All our ELLs are at either Intermediate or Advanced Level of English proficiency. By using the NYSESLAT results we see that reading and writing are of our greatest concern. Most ELL students are deficient in writing. We attribute this to the semantics of the native languages that students use at home. P.S. 12 will focus on reading in the content areas. Students will get instructions in phonics and word study to help recognize words. Reading Workshop model will focus on extending vocabulary, improving students' comprehension skills and reading fluency. Guided, Shared and Independent Readings will be done on a daily basis. Peer tutoring, peer and teacher conferences, group sharing will support improvement of the reading skills. Writing interventions will be supported by Writing Workshop materials designed specifically to address improvement of the writing skills. P.S.12 will provide teaching basic component skills, structures, graphic organizers and rules for writing; teaching writing as a process of pre-writing, drafting, revising and editing. Students will practice Guided and Shared Writing within small groups. Students will write on a daily basis and demonstrate learning with writing prompts, reading responses, essays, and reports. Teachers and school leadership are using the results of the NYSESLAT and ESL periodic assessments to address the grouping of students and for the aligning instruction to their needs. The ESL teacher shares the results of the NYSESLAT and ESL periodic assessments with classroom teachers. They discuss the needs and strengths of the ELLs by analyzing data. We evaluate the success of the program based on progression on the NYSESLAT and the MIU scores for those students who take NYS exams. When the students are not showing any progress, we must reevaluate the program and make adjustments.

## Additional Information

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

# Part VI: LAP Assurances

<b>School Name: <u>P.S. 12</u></b>		<b>School DBN: <u>17K012</u></b>	
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
A. Finnikin-Charles	Teacher/Subject Area		9/7/12
	Teacher/Subject Area		
	Coach		
	Coach		
Elma Brownshine	Guidance Counselor		9/7/12
Roxan Marks	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**

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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](http://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

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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.