



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN: 24Q012

PRINCIPAL: STEPHANIE MOSKOS, I.A.

EMAIL: SMOSKOS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Stephanie Moskos	*Principal	
Patricia Spotteck	*UFT Chapter Leader	
Stacey Lee Shan Huang	*PA Co-Presidents	
Virginia Gallagher	Title I Parent Representative	
Sharmin Sultana	Member/ Parent	
Vanessa Ng	Member/ Parent	
Patricia Vasconez	Member/ Parent	
Cynthia Dedote	Member/ Parent	
Georgette Hernandez	Member/Teacher/SLT Chairperson	
Deborah Pellegrino	Member/Teacher/ SLT Secretary	
Marta Biesaga	Member/Teacher	
Fran Kelly	Member/Teacher	
Marsha Magenheim	Member/ Teacher	
Greyza Baptista	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

Annual Goal #1 and Action Plan

Annual Goal #1

- By June 2013, 100% of all classroom teachers will incorporate ELA and Math Tasks aligned to the Common Core Learning Standards into their instructional planning across content areas as measured by the additions to the Units of Study.

Comprehensive Needs Assessment

After implementing our current Units of Study in both ELA and Math, we noticed that further support was needed to assess the degree to which our students were meeting grade specific Common Core Standards.

Instructional Strategies/Activities

- Teachers will become familiar with Charlotte Danielson's Framework for Teaching, to help build a strong and supportive learning environment to promote successful learning for all students, specifically Competency 1e: Designing Coherent Instruction.
- Teachers will begin focusing on the six instructional shifts articulated by the New York State Department of Education.
- Professional development will be scheduled to explain how to incorporate the CCLS in all content areas.
- Opportunities will be provided for teachers to collaborate and develop tasks appropriate for their grade.
- Teachers will create rubrics aligned to the Common Core Learning Standards to monitor student work and plan next steps.
- Teachers will administer pre assessments, benchmark assessments and post assessments to analyze student work and plan next steps.
- Grade specific tasks in reading and writing aligned to the Common Core Learning Standards will be created to use with Book of the Month selections.
- Literacy and Math Coaches will model sample tasks and demonstrate how they can be used to assess student learning and plan future lessons.
- Art and Music teachers will begin aligning their curriculum to the K-5 performance tasks.

Strategies to Increase Parental Involvement

- Parents will continue to become familiar with the Common Core Learning Standards through workshops, visits during open school week and parent teacher conferences.
- Monthly calendars describing Current Units of Study will keep parents updated on grade specific curricula.

Budget and Resources Alignment

- Tax Levy Student Funding
- Title I SWP
- Title I Translation
- School Support Supplement

Service and Program Coordination

- In collaboration with our CFN achievement coaches, literacy/math coaches and instructional leads, all classroom teachers have been provided with professional development on the integration of CC Aligned Tasks.
- Through a School Based Option, Teacher Teams across all grades and subject areas, meet on a weekly basis to design coherent instruction geared towards meeting the CCLS.
- Teacher Teams have reorganized Literacy and Mathematics Units of Study to include CC Aligned Tasks.
- New instructional/technology materials have been purchased to support the CCLS.
- Updated Units of Study focus on depth over breath allowing students to spend more time to experience the major content/literacy emphases.
- Teachers use the results of pre, interim and post task assessments to plan for future instruction.
- Through parent workshops, in collaboration with our parent coordinator, Parent Association, and coaches, parents are introduced to tasks related to the CCLS.

Annual Goal #2 and Action Plan

Annual Goal #2

- By June 2013, there will be an increase in student progress as measured by the ELA and Math State Assessment results.

Comprehensive Needs Assessment

Although our student performance remains strong, a review of our 2011-2012 Progress Report for ELA and Math reflects an opportunity in the sub category of student progress. After analyzing these results, we targeted students at or above grade level to increase their individual scale scores.

Instructional Strategies/Activities

- Teachers will begin tracking the progress of their students using a student analysis form. This will allow teachers to intentionally group students and plan next steps for all students according to the Common Core Learning Standards.
- Teachers will use rubrics aligned to the Common Core Learning Standards to assess the progress of students in their class.
- Professional Development will provide ideas and strategies to increase student progress in Math and ELA.
- Coaches will demonstrate differentiated activities to help teachers meet the needs of all their students.
- Common preparation periods and Teacher Team meetings will allow teachers to analyze student work in ELA and Math and discuss best practices with their colleagues. During 2012-2013 planning days, we will update and add these best practices to our ELA and Math units of study to promote student progress.
- Opportunities will be provided for teachers to observe their colleagues and share best practices through inter-visitations.
- Increase critical thinking by exploring Bloom's Taxonomy and the Depth of Knowledge Wheel.
- Additional materials will be purchased to support and enhance student progress in ELA and Math.
- Academic Intervention Services will be provided for those students who are struggling to meet grade level Common Core Standards.
- Newly formed Response to Intervention Team monitors student learning rates to determine effective tiered instructional strategies.
- After school programs in ELA and Math will be offered to students.
- Enrichment programs in reading, writing and math will be provided before the start of the school day for students who scored a high 3 or 4 on the state assessments in 2012.
- Formation of top classes in grades 2-5.

Strategies to Increase Parental Involvement

- Parent workshops will inform parents on the new structure and requirements of the State Assessments and offer parents strategies and ideas on how to support their child at home.
- Parent Coordinator is available to address any specific parental concerns regarding State Assessments.

Budget and Resources Alignment

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

Service and Program Coordination

- To increase student progress, Teacher Team Agendas and professional development opportunities have consistently emphasized the importance of planning for coherent instruction by targeting diverse learners with small group instruction.
- This year, administrative observations and our inter-visitation program focus on planning for coherent instruction for all groups of students in order to strengthen student progress rates.
- The newly formulated, Response to Intervention Team, works closely with classroom teachers to integrate progress monitoring into tiered instructional strategies.
- To ensure academic progress, Students with Disabilities, through flexible scheduling, have been provided with services that support their individualized learning needs.
- Our After-School Program, Morning Tutorial, and Enrichment Programs are geared towards student progress through small group instruction.

Annual Goal #3 and Action Plan

Annual Goal #3

- By June 2013, students will continue to formulate higher- level questions to deepen their understanding as measured by teacher assessment of student work and discussions.

Comprehensive Needs Assessment

Classroom observations and walkthroughs have indicated a need to focus on Competency 3b, Questioning and Discussion. Strengthening questioning and discussion techniques will encourage higher-level thinking among our students.

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resources Alignment

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

Service and Program Coordination

- Literacy and Math Coaches as well as Instructional leads attend workshops offered through our CFN. These workshops focus on best practices, specifically questioning and discussion techniques.
- CFN Achievement Coaches, Literacy/Math Coaches as well as instructional leads turnkey new ideas to the school faculty during teacher team meetings, faculty, and grade conferences.
- Literacy/Math Coaches model questioning and discussion during demonstration lessons.
- Teachers are also provided with the opportunity to observe questioning and discussion techniques through our inter-visitation program.

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	<p align="center">AIS Teachers</p> <ul style="list-style-type: none"> • Thinking Maps • Strategy Lessons • Guided Reading • RTI Reading Comprehension Strategies • Foundations • Intervention By Design • Insights <p align="center">Wilson Reading</p> <p>37.5 Minute Tutorial Program</p> <ul style="list-style-type: none"> • GPS Reading • Study Island • SRA Kits • FOCUS • STARS • Options • Guided Reading • Strategy Lessons • Brain Pop • A-Z Reading <p align="center">After School Program</p> <ul style="list-style-type: none"> • Crosswalk Coach • Trade Books • Targeted Reading Program • Guided Reading 	<ul style="list-style-type: none"> • Small Group • One to One <ul style="list-style-type: none"> • Small Group <ul style="list-style-type: none"> • Small Group <ul style="list-style-type: none"> • Small Groups with 2nd- 5th graders 	<ul style="list-style-type: none"> • Throughout the School Day <ul style="list-style-type: none"> • 37.5 Minute Tutorial <ul style="list-style-type: none"> • 37.5 Minute Tutorial <ul style="list-style-type: none"> • After school twice a week

	<ul style="list-style-type: none"> • Strategy Lessons 		
Mathematics	<p style="text-align: center;">AIS Teachers</p> <ul style="list-style-type: none"> • Math in Minutes Approach and Connect • Breakaway Math • Math Manipulatives • Measuring Up Math <p>37.5 Minute Tutorial Program</p> <ul style="list-style-type: none"> • Everyday Math- Differentiated Option Part III • Manipulatives • Brain Pop • Study Island <p>After School Math Program</p> <ul style="list-style-type: none"> • BIG IDEAS • Math Manipulatives 	<ul style="list-style-type: none"> • Small Group • One to One <ul style="list-style-type: none"> • Small Group <ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • Throughout the School Day <ul style="list-style-type: none"> • 37.5 Minute Tutorial <ul style="list-style-type: none"> • After School once a week
Science	<p style="text-align: center;">AIS Teachers</p> <ul style="list-style-type: none"> • Guided Reading • Intervention By Design • RTI Reading Comprehension Strategies • Info Pairs <p>37.5 Minute Tutorial Program</p> <ul style="list-style-type: none"> • Measuring Up Science • Info Pairs 	<ul style="list-style-type: none"> • Small Group <ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • Throughout the School Day <ul style="list-style-type: none"> • 37.5 Minute Tutorial
Social Studies	<p style="text-align: center;">AIS Teachers</p> <ul style="list-style-type: none"> • Intervention by Design • Guided Reading • RTI Reading Comprehension Strategies • Info Pairs <p>37.5 Minute Tutorial Program</p> <ul style="list-style-type: none"> • Times for Kids • All About the USA: Cultural Reader 	<ul style="list-style-type: none"> • Small Group <ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • Throughout the School Day <ul style="list-style-type: none"> • 37.5 Minute Tutorial

<p>At-risk services Guidance</p>	<ul style="list-style-type: none"> • Project Wisdom • Anxiety Management (10 sessions) • Solving Conflicts Videos by Sunburst Communications • Violence Prevention Videos by Metropolitan Life Foundation • Impact! Self-Esteem Program • Respect for All Series • The Best Me I Can Be Series • Stop Bullying Video Set • Character Education Workbooks • Building Self-Esteem with Koala-Roo-Can-Do 	<ul style="list-style-type: none"> • Small Group • One to One 	<ul style="list-style-type: none"> • Throughout the School Day
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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.

Strategies for Attracting Highly Qualified Teachers (HQT)

At PS 12, we attract and retain highly qualified teachers by reinforcing our school's mission and goals.

- 100% of our teachers are highly qualified as per BEDS.
- High quality professional development opportunities are provided throughout the year for all staff members.
- Teachers attend professional development opportunities outside of the school and share this information with their colleagues.
- Network Support Specialists provide support throughout the school year by sharing new ideas and techniques.
- Teachers schedule inter-visitations by using the school wide skills/strategy chart.
- Mentoring for new teachers is provided by experienced tenured teachers.
- Literacy and Math coaches offer additional support to all teachers.
- Common Preparation Periods allow teachers to discuss current practices and share new ideas.
- K-5, ESL and Cluster Teacher Teams encourage all teachers to discuss and revise our current curriculum based on student analysis.
- Teachers hired are certified and licensed in their subject area.
- Grade level planning days are scheduled to allow teachers to review and revise their current curriculums and create assessments that align to their instruction.
- Additional training is provided to AIS, Special Education and ESL teachers on SESIS, Thinking Maps and Wilson.
- A hiring committee is organized to conduct interviews and observe demonstration lessons in order to attract highly qualified teachers.
- Data Specialists provide teachers with tools, workshops, and resources to monitor student progress.
- Math and Literacy coaches provide resources to allow teachers to implement and analyze student work that is aligned to the Common Core Learning Standards.
- Members of PS 12's Cabinet meet regularly to review, reflect and revise school based goals and instructional strategies.

PARENT INVOLVEMENT POLICY (PIP)

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 home-school connection to support student achievement. Our school's policy is designed to keep parents informed by actively involving them in the planning and decision-making process. 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 supports parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve academic performance, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in the planning and decision making educational process;
- 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 relationships with our school community;

Our school's Parent Involvement Policy was designed based upon a thoughtful 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 our parent involvement policy. The findings of the evaluation through school surveys and feedback forms will be used to design programs and workshops to more effectively meet the needs of parents, and enhance the school's Title I program.

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

- actively involve and engage parents in the planning, reviewing and evaluation of the effectiveness of the programs as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents and will work to ensure that our school's environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of monthly events and activities planned for parents and file a report with the central office;

- conduct parent workshops with topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- hosting an annual Title I meeting to share information with PS 12 parents about the Title I program and their right to be involved;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting various parent events with flexible hours; e.g. Family Night, Math and Literacy Workshops, Parent ESL classes
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar designed to keep parents informed about school and student activities;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- providing high quality curriculum and instruction by highly qualified teachers;
- providing frequent reports to parents on individual student progress;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core Learning Standards;
- notifying parents about students not meeting requirements as required by the No Child Left Behind (NCLB) act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning and evening
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Sending information to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve upon the existing Title I programs, Parent Involvement Policies and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for everyone;

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

II. Parent/Guardian Responsibilities:

- become involved in the school Parent Involvement Policy;
- participate in a variety of school programs;
- share the responsibility for improving student achievement;
- communicate to teachers about individual student needs;
- provide feedback to the school on types of training needed;
- participate in the Learning Leaders program when possible;
- participate in educational activities and events that strengthens the parent-school relationship;
- monitor their child's:
 - schoolwork
 - homework
 - attendance
 - after school activities

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4		

D. School Demographics

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

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

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

Question #1

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

- Parents of newly enrolled New York City students are greeted by the Assistant Principal of English Language Learners and are requested to complete the mandated Home Language Identification Survey (HLIS). Native Language HLIS forms (in high incident languages) are provided to parents in the preferred language of the parents. The HLIS aides the school in the identification of ELLs consistent with the Language Allocation Program requirements and Assessment Memorandum #2, 2011-2012.
- Once the HLIS is completed by the parent/guardian, an informal interview takes place in English and in the parent's preferred language. Translation services are made available through school personnel or the Department of Education's Translation Unit.
- Potential ELLs are then identified by the Assistant Principal of ESL as dictated by the HLIS and the informal interview. A trained pedagogue conducts the formal interview at the time of registration.
- Next, ELLs are administered the Language Battery Test (LAB-R) within ten days of enrollment. The LAB-R results determine appropriate placement in Bilingual/ESL Programs, and other school services. Licensed pedagogues (seven ESL teachers and two reading teachers), trained in the administration of the LAB-R, administer the LAB-R (if deemed necessary) to our newly arrived students. Newly arrived Spanish speaking students who do not meet the proficiency standards in English are administered the LABR in Spanish.
- The Assistant Principal of ESL is responsible for the ELL compliance and identification process. The ELL AP is also a certified NYS ESL teacher.

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

- All ELLs are expected to gain English proficiency from one year to the next. Classroom teachers and ESL teachers are provided with their students' 2011 versus their 2010 NYSESLAT scores to improve upon and reflect upon their teaching skills.
- The NYSESLAT is used to drive instruction and to place our ELLs in the mandated number of instructional units according to CR Part 154. Beginners and Intermediate students receive 360 minutes of English as a Second Language instruction and Advanced ELLs receive 180 minutes of ESL, and 180 minutes of English Language Arts.
- ESL instruction is tailored to meet the needs of our ELLs based upon the results of the NYSESLAT, specifically based upon the results of the four language modalities of Listening, Speaking, Reading, and Writing.
- Stalled ELLs are identified using the NYSESLAT/ RLAT. Instruction focuses on strengthening the weaknesses of our stalled ELLs in the four modalities.
- ELLs advanced or proficient in speaking/listening and stalled in reading/ writing have been placed into Inquiry Groups that focus on improving academic performance.
- Based upon NYSESLAT results, our ELLs are mandated to attend our Morning Tutorial Program in addition to placement in our After School Title III Programs during which they receive literacy and content area instruction.

Question #2

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

- Public School 12Q continues to meet the needs of our ELL students by ensuring that our parents understand all three program choices (TBE/DL/Freestanding ESL).
- Parents of newly identified students are introduced to the appropriate forms (HLIS and Parent Selection Forms) at the time of registration in the preferred language of the parent.
- One to one and/or flexible group meetings initiate parents to the ELL programs available (TBE/DL/Freestanding ESL) within ten days of registration. Parent meetings are held in the parents' preferred language. Parents view the DOE video in small language groups or during individual meetings. Copies of parent meetings are kept on file.
- Kindergarten parents attend two orientations, one in June and one in late September/early October to review the different programs that are offered. Interpreters are hired to assist with translations at these meetings.
- Ongoing meetings orient all parents to new entitlement and continued entitlement.

Question #3

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

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

Question #4

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

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

Question #5

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

- The majority of our parents are requesting Free Standing ESL programs. We hold group meetings by language (Bengali, Spanish, and Chinese) during the school year to better inform our parents of their parental rights.
- In Kindergarten, requests have been made for our Spanish Transitional Bilingual program. Total requests for the 2011-2012 school year are 20 which represents a decrease from 2010-2011 of 23 percent.
- Very few requests have been made for other bilingual programs.
- P.S. 12Q maintains copies of current Program Selection forms. The new ELPC screen is updated after parental meetings take place and after Parent Selection Forms are returned.

Question #6

- Our program models are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	20	17												37
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	15			25	21	5								66
Push-In	70	71	68	16	18	29								272
Total	105	88	68	41	39	34	0	0	0	0	0	0	0	375

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	375	Newcomers (ELLs receiving service 0-3 years)	335
SIFE	0	ELLs receiving service 4-6 years	40
		Special Education	43
		Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	37	0	2	0	0	0				37
Dual Language	0	0	0	0	0	0				0
ESL	298	0	21	40	0	20	0		0	338
Total	335	0	23	40	0	20	0	0	0	375

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	17												37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	20	17	0	37										

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	53	19	28	21	15	11								147
Chinese	9	15	11	6	8	0								49
Russian														0
Bengali	23	12	10	1	7	6								59
Urdu		4		2										6
Arabic														0
Haitian														0
French														0
Korean		1				1								2
Punjabi	1				2									3
Polish														0
Albanian														0
Other	36	21	18	11	7	16							0	109
TOTAL	122	72	67	41	39	34	0	375						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Question #1

How is instruction delivered?

We use two organizational models: Push-In (Co-Teaching/ Pull aside) and Self-Contained. Our self contained ESL classes are taught by licensed common branch/special education teachers with ESL certification. Our students are grouped heterogeneously by mixed proficiency levels. During small group instruction our students may be grouped homogeneously.

Question #2

- The organization of our staff ensures that the mandated number of instructional minutes is provided. First, the ELL Assistant Principal analyzes the data from the NYSESLAT and LAB-R. ESL service providers are then scheduled to push-in based upon student proficiency levels.
- Explicit ESL and ELA instructional minutes are delivered as per CR Part 154. ESL teachers are responsible for planning lessons in collaboration with the classroom teachers. Mini lessons reflect the current Unit of Study along with language objectives. ESL teachers reach our ELLs by using ESL amplification strategies. They tailor the goals of the lesson into comprehensible parts. ESL teachers partner with classroom teachers by modifying teaching objectives to meet their students' needs. As of September 2011, ESL teachers have been trained on how to apply the CCS to their daily lesson plans. ESL teachers use their ESL expertise to facilitate lessons and to enhance learning.

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

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

Question # 4

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

A. Programming and Scheduling Information

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

Question #5

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

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

Programming and Scheduling Information, Part B

Question#6

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

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

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

Question #7

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

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

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

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

Understanding words and their meanings is especailly important when reading in the content area. ESL teachers push in during

A. Programming and Scheduling Information

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

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

Classroom teachers and ESL teachers collaborate to plan lessons that provide our LEP SWDs with appropriate and challenging differentiated instruction via small groups during our literacy block as well as during content area instruction.

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	NA			
Social Studies:	NA			
Math:	NA			
Science:	NA			

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

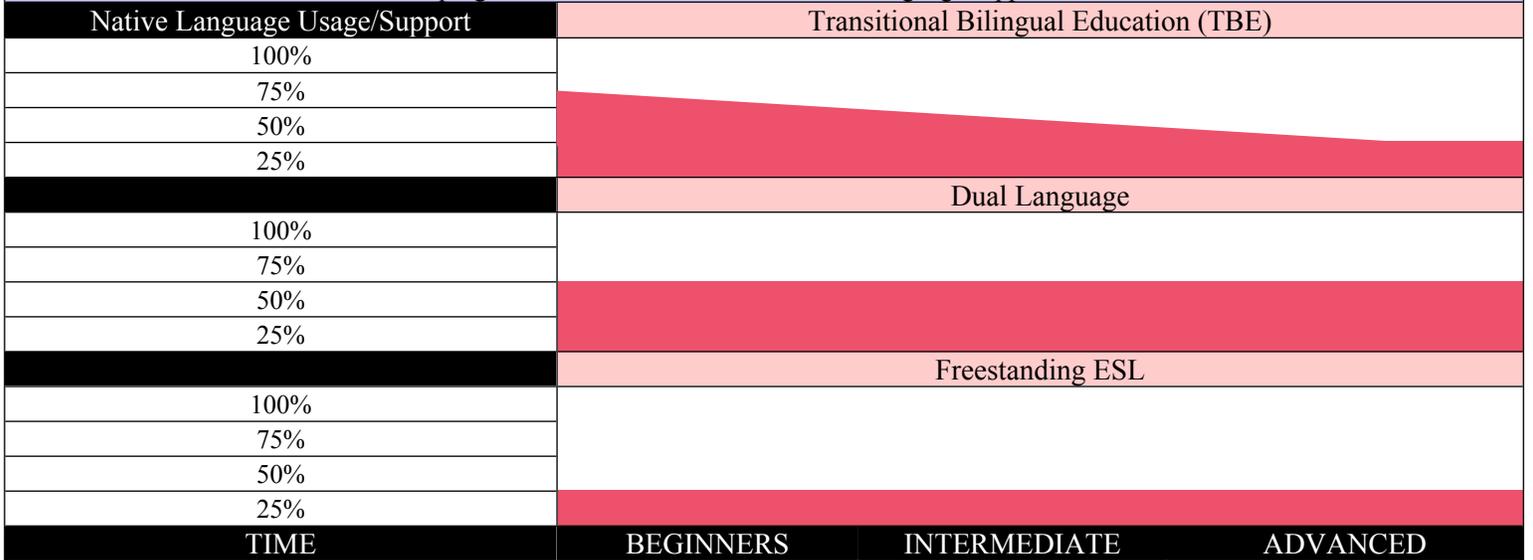
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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?

Question #8

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

- Morning Tutorial Program: This program is conducted before the school day, in small groups to support our ELLs and other at risk students.
- After School Title III: This is an after-school program offered to ELLs. It addresses the needs of those ELLs who took the NYESLAT and received an entitled grade.
- Academic Intervention Services: AIS services are provided during the school day for all ELLs who have been identified as struggling learners.
- Remediation through Technology: Lexia and Study Island are offered on a one to one basis or in small groups to assist our ELLs to meet and exceed the standards.
- Wilson Reading Program: Provided by seven trained instructors, in small groups, during the Morning Tutorial Program. ELLs who are Advanced/ Proficient in Speaking/ Listening and who struggle with decoding, spelling, and fluency participate in the program.
- Our intervention programs are conducted in English. We do however provide counseling services in Spanish and in Chinese for our ELLs who struggle academically.

Question #9

In grades 3-5, ELLs who have reached English proficiency remain in an ESL classroom for a minimum of one to two years in order to receive the benefit of 2 teachers during our literacy block. Former ELLs are also supported by licensed reading teachers during the school day. In addition, ELLs who have reached English proficiency in grades 1-5 are offered seats in our After School Title 1 Literacy Program.

Question #10

ELL Inquiry Groups: ELLs who are proficient in speaking/ listening and advanced in reading/ writing for two years have been identified as Stalled. Stalled ELLs are receiving targeted Literacy instruction through Inquiry Teams via 5 Push-In ESL Teachers.

Question #11

We will not be discontinuing any programs.

Question #12

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

Question # 13

A variety of instructional materials are used to support ELL instruction in literacy and in the content areas. All materials are chosen based upon their capacity to provide maximum scaffolding support. We use trade books and programs from several publishers including, but not limited to: Attanasio and Associates, Newbridge, Scholastic, The Wright Group, Scott Foresman and Company, Usborne/Hayes and Heinle. In order to facilitate instruction in the Content Areas, teachers utilize an array of free standing manipulatives as well as kits. We obtain these from Lakeshore and Great Source Education Group. Lexia and Study Island are two computer programs that assist our ELLs in developing fluency and content area knowledge. In addition, during the Spring of 2011, all classrooms have been equipped with Smart Board Technology to enhance the language development of our students.

Question #14

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

Question #15

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

Question # 16

P.S. 12 is sensitive to the needs of our newly arrived ELLs. We begin by making the newcomer feel safe and comfortable. New students are partnered with other native language students. Instruction begins immediately through visuals, following direction activities, read alouds, listening center assignments, and through high interest-low level libraries. Newcomers in grades 3-5 participate in our Early Morning Newcomer Program.

Question #15

Not applicable to P.S.12Q.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Question #1

Staff Development is available through our AP of ESL as well as NYC professional workshops and those provided by our CFN.

Demonstration lessons are facilitated by our literacy and math coaches as well as our ESL teachers.

In-house staff development takes place during monthly grade and monthly faculty conferences.

ESL teachers meet every Tuesday on a common prep to plan for inquiry team objectives and to discuss best practices.

We will continue to partner with our CFN and will continue to schedule professional development workshops.

Our formal Inter-Visitation Program encourages our teachers to visit their peers' classrooms and to learn from each other.

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

Question #2

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

Question #3

Our teachers are provided with 7.5 hours of ELL training as evidence by common preparation periods, staff development days, grade conferences, and faculty conferences. The agendas for Staff Development Workshops for the 2011-2012 school year are as follows:

*October: The Role of the ESL Push-In Teacher and Using Data to Identify Students for ESL Inquiry work.

*November: ESL Best Strategies for Building Academic Oral Language Skills through Communicative Games

*December: Strategies for Making Language and Content Understandable

*January: Using Dictoglass to Enhance Learning in the Content Areas

*February: Focused Listening Activities to Improve Comprehension in the Content Areas

*March: Writing for Success on the NYSESLAT

*April: Integrating New Arrivals in the Classroom

*May: Modeling through Questioning Techniques

*June: Using the Jigsaw Method to Enhance Comprehension in Social Studies and in Science.

The Assistant Principal of ESL maintains a binder of ESL Professional Development Workshops offered and attended.

E. Parental Involvement

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

Question #1

- P.S. 12 fully recognizes the importance of involving our parents in our school community. Regardless of their English skills, all parents are welcome in our school. We use our in school bilingual staff, the LIS Agency as well as the DOE's Translation Unit to assist us in parent communication. During the 2011 school year, we provided the parents of our students with a series of workshops that supported the importance of reading to their children in their native language.
- Ongoing parent meetings introduce parents to our ELL programs, the school's goals and objectives, state standards, curricula and assessments, as well as teaching strategies that implement differentiated instruction across the content areas.
- Throughout the school year, the school's administration corresponds to parents in small groups or individually, as well as by phone. Information is provided in different languages along with translated versions of the DOE introductory video.
- The ELL Administrator coordinates and ensures LAP compliance: Dissemination of Parent Surveys and letters and the scheduling of parent meetings/workshops.

Question #2

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

Question#3

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

Question #4

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	11	1	3	0	4								30
Intermediate(I)	19	14	12	5	4	5								59
Advanced (A)	33	45	21	29	24	10								162
Total	63	70	34	37	28	19	0	0	0	0	0	0	0	251

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	28	16	0	49
4	4	29	9	0	42
5	6	16	5	0	27
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	2	22	2	22	5	1	1	56
4	1	0	19	4	18	2	3	0	47
5	2	3	10	4	10	5	4	2	40
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		20	5	22		49
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Question #1

- P.S. 12 uses several assessment tools to assess the early literacy skills of our students: ECLAS -2, EPAL, and Fountas and Pinnell Running Records. Our data supports the need to differentiate instruction according to reading level. Our data shows that ELLs need strategies to build fluency and comprehension in reading and vocabulary to improve upon their writing skills. Our data tells us that our 4-6 year ELLs need early intervention reading and writing intervention strategies, in grades K-2.
- Our assessment data of early literacy skills drives instruction. Our Balanced Literacy Program offers our students opportunities and strategies to improve upon their skills. Key components to our instructional plan include: Read Alouds, Shared Reading and Writing Strategies, Explicit and Context Embedded Vocabulary Development, Guided Reading, and Reading Independently in Just Right Books.
- Our instructional plan includes: Building comprehension through scaffolding strategies and sheltered instruction, increasing academic vocabulary through a context rich curriculum, and writing strategies that focus on the writing process (Prewriting, Drafting and Revising, Editing, and Publishing).

Questions #2 and #3

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

Grade K

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

Grade 1

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

Grade 2

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

Grade 3

89% of students scored at the advanced and proficient levels in listening and speaking as well as in reading and writing.

There is a need to focus on third grade intermediate/advanced students and provide them with intensive ESL instruction in all four modalities. This will ensure their progress in these areas and will also enable them to attain English Language Proficiency and meet and exceed NYS CCS standards.

Grade 4

- 98 % scored at the proficiency and advanced levels in listening and speaking versus 91% in reading and writing.
- The results indicate the need to focus instruction on strengthening writing skills for our advance 4th grade ELLs as well as strengthening skills in all four language modalities.

Grade 5

- 78% scored at the proficiency and advanced levels in listening and speaking versus 79% in reading and writing.
- The results indicate the need to focus on instruction on strengthening all four language modalities with an emphasis in writing for our advanced ELLs.

Question #4

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

Question #4

a) ELLs have consistently met AYP (Adequate Yearly Progress) in ELA, mathematics, and science. In the 2010-2011 school year, ELLs achieved 38.0 % in ELA representing an area of opportunity for the 2011-2012 school year since the top 40% of NYC schools achieved 42.7% in ELA. In the 2010-2011 school year, ELLs received 46.7% in mathematics versus the top 40% of NYC schools receiving 44%. In addition, we earned a .5 credit for mathematics for achieving results in the top 40%. Our ELLs did very well on the 4th grade NYS Science Assessment with 50 percent of our ELL population achieving a level 4.

b) In 2011-2012 our school community is challenged to reflect upon strengthening our instructional practices with a skill level approach (main idea/supporting details,fact/opinion,inferencing/predicting, cause/effect, basic computation/problem solving). New Yorks State Assessment Results: ELA third grade 90% in 2011 versus 99% in 2010 at promotional standards, math third grade 95% in 2011 versus 100% in 2010 at promotional standards, ELA fourth grade 90% in 2011 versus 95% in 2010 at promotional standards, math fourth grade 97% in 2011 versus 94% in 2010, ELA fifth grade 78% in 2011 versus 100% in 2010 at promotional standards, and math fifth grade 88% in 2011 versus 93% in 2010 at promotional standards.

Thirty students were provided with native language translations in 2011 during the mathematics state assessments: 50 % (15 students) achieved levels 3 and 4, 33% (10 students) achieved a level 2, and 17% (5 students) achieved a level 1. Students in who received a 1 or 2 need support in basic computation skills.

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

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

Question #5

Not Applicable to P.S.12

Question #6

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 207

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>P.S.12Q</u>	DBN: <u>24Q12</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>105</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title 111 Literacy Supplemental Program will target our Intermediate and Advanced English Language Learners in grades 3 through 5. The program will focus on reading skills by building vocabulary and developing comprehension. Teachers will be expected to plan for comprehension building activities before, during, and after reading of grade appropriate texts. Students will be taught strategies that build comprehension by using pictorial, semantic, and syntax cues. In order to meet the Common Core Learning Standards, teachers will also infuse questioning and discussion techniques to incorporate higher thinking skills such as comparing/contrasting, evaluating, and synthesizing. The students will be grouped by grade level with no more than 15 students in each group. The Title 111 Literacy Program will be taught in English by 6 ESL licensed teachers and 1 bilingually certified teacher. The program will begin the last week of November through the second week of May . It will take place every Monday and Wednesday from 3pm to 5pm. High quality literacy materials that focus on specific reading skills (main idea, supporting details, making predictions, fact versus opinion, and sequencing) will be purchased to support the needs of the targeted students. These materials as well as the newly purchased A to Z Technology Program will supplement our ESL leveled library to continue to provide our English Language Learners with strategies that develop vocabulary as well as comprehension.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ESL Professional Development will take place every Thursday from 2:20pm to 3:00pm during Teacher Team Work. Teacher Teams will be provided with monthly Teacher Team Agendas via the Interim Acting Principal to be used as a template to reflect upon as well as improve upon instructional outcomes. Teacher Team Agendas will include: Targeting Stalled ELLs to meet the CCLS, Unpacking Grade Appropriate Texts to Amplify and Deliver Effective Instruction, Using Data to Differentiate Instruction, and using Sheltered Instruction to Deepen Student Understanding of Nonfiction Texts. In addition, ESL providers will also be trained (November 2012-December 2012) on using Thinking Maps to increase student comprehension of grade appropriate texts.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S.12 fully recognizes the importance of involving the parents of our students in their children's education. All parents are welcomed in our school despite linguistic differences. We use our school's bilingual staff, the DOE's Translation Unit, the LIS Agency, and Maspeth Town Hall Counselors to assist us in effective parent communication. Written communication is provided when possible in the parents preferred language. In addition, to the mandated Parent Choice Meetings, we provide our parents with workshops that support the importance of the native language in the acquisition of English. Throughout the year, the school's administration corresponds to parents in small language groups or individually. Ongoing parent meetings and workshops introduce the parents of our students to our school's objectives, state standards, curricula and assessments. Our Parent Coordinator based upon the requests of our parents, facilitates monthly workshops . Parent Workshops include: English as a Second Language Classes for Beginners as well as for Advanced English Language Learners, Workshops on Nutrition and Safety, Technology, and Workshops on Literacy and Content Area Instruction. The administration, literacy and math coaches, Parent Coordinator, and our Parent Association work collaboratively to provide the parents of our students with ongoing parent activities.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		