Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**DR. JACQUELINE PEEK-DAVIS ELEMENTARY SCHOOL**
DBN (*i.e. 01M001*):	**17K012**
Principal:	**MS. NYREE DIXON**
Principal Email:	**NDIXON3@SCHOOLS.NYC.GOV**
Superintendent:	**MR. CLARENCE ELLIS**
Network Leader:	**MS. SHENEAN LINDSEY**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nyree Dixon	*Principal or Designee	
Cherrol Bernard	*UFT Chapter Leader or Designee	
Charise Mack	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Rose Graham	Member/ Assistant Principal/ Staff	
Carol Taylor	Member/ Para Professional/ Staff	
Kadri Hamzat	Member/ Teacher/Staff	
Shameka Shaw	Member/ Parent	
Lisa Peters	Member/ Parent	
Darlene Parker	Member/ Parent	
Stephanie Harry	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 75% of teachers will improve in pedagogy in two or more components (1a, 1e, 2b, 2d, 3b, 3c, 3d, 4e), based on the Danielson Framework for Teaching Highly Effective, Effective, Developing, Ineffective scale, by moving from "developing to effective". To achieve this goal, school leaders will conduct short, frequent cycles of classroom observations providing teachers with timely targeted feedback using low inference data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to our most recent quality review report conducted in February 2014 the school needs to "strengthen school wide instructional practices that engage all students in discussions and high levels of thinking to increase student achievement." In addition, according to our schools' most recent School Quality Snapshot for the 2013-2014 school year improvement on the state math exam by our lowest performing students was rated "poor."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
A. Teachers will receive one to one individualized feedback during conferences, via emails, and/or letters regarding their strengths, weaknesses and next steps for improvement from school leaders. B. Lead instructional teachers, administration and Network Point Person will provide teachers with differentiated learning plans and/or targeted assistance plans, individual support, and professional development support, as needed.
B. Key personnel and other resources used to implement each strategy/activity
A. Principal, Assistant Principal B. Principal, Assistant Principal, Network Point Person, teacher leaders
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
A. Review teacher feedback and/or observation reports; analyze the Advance observation data. B. Review of teacher formal and informal observation reports and updates to individual learning plans
D. Timeline for implementation and completion including start and end dates
A. September 2014-June 2015 B. July 2014- April 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
A. Teacher team meetings; common planning, Absence Teacher Reserve coverage; Sub Teachers; Use of Citywide Expectation funding B. Summer trainings, September Conferences; November Election Day; November 2014- April 2015; one to one meetings; after school, common prep; sub coverage and possible ATR coverage; Assistant Principal and Principal notes and feedback

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Activities:

1. To continue to build partnerships between parents and other members of our school community.
2. Providing written and/or verbal feedback to keep parents informed of their children's progress.
3. Use of weekly Tuesday time to support parents and families
4. Host parent development opportunities led by teachers, parent coordinator, CITE, Cook shop leads, parent leaders, mental health providers and SLT members
5. Developing and distributing monthly calendars and newsletters; updating school website to keep parents informed about school activities and overall student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**	**X**	**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

X NYSTL, Fair Student Funding, Instructional Expectation Monies

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By May 2015, 80% of teachers will work collaboratively in teacher teams and inquiry teams to revise and update pacing calendars; curriculum maps and units of study; examine student work and monitor student progress to ensure the alignment to Common Core Learning Standards; as evidenced by teacher team agendas, minutes, artifacts and an analysis of student work products.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to our most recent quality review report conducted in February 2014 the school needs to "extended curricula across all grades and subject areas ensuring that all students engage in rigorous instruction, thus promoting higher order thinking and college and career readiness." In addition, we need to "strengthen school wide instructional practices that engage all students in discussions and high levels of thinking to increase student achievement." In addition, according to our schools' most recent School Quality Snapshot for the 2013-2014 school year improvement on the state math exam by our lowest performing students was rated "poor."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
A. Create pacing guides, develop curriculum maps and revise units of study to ensure that they align the new Math, ELA and curricula for all core subjects to the expectations of the CCLS B. Analyze performance tasks, student work, unit assessments and simulation assessments based on Common Core Standards to identify students strengths and weaknesses, and to determine students' instructional needs C. Teacher teams will work collaboratively with grade leaders and administrators to meet the instructional needs of students each grade based on the Common Core Standards; D. Teachers/ Teacher Teams will aggregate and disaggregate data to effectively communicate results to administration, parents and students in order to address the needs of individual students, assess their progress and plan next steps for improvement.
2. Key personnel and other resources used to implement each strategy/activity
A. Principal, Assistant Principal, Teacher Teams, Network Point Person and Curriculum Teams B. Classroom teachers C. Teachers and Teacher Teams D. Teachers and Teacher Teams
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
A. Review of pacing calendars, curriculum maps and units of study revisions B. Use Common Core Standards as a rubric to evaluate student work, and end of unit performance tasks/assessments; C. Review of unit/lesson plans, student work products, and end of unit assessment results D. Review of students performance tasks/assessment results, and teacher made action plans
4. Timeline for implementation and completion including start and end dates
A. July 2014-June 2015 B. September 2014-June 2015 C. September 2014-June 2015 D. September 2014-June 2015
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
A. Curriculum Team will meet before and after school to create pacing guides and curriculum maps; **B.** Teacher teams and classroom teachers will meet during preps to collaborate on analyzing performance tasks, student work and assessments. C. Use of the Monday Professional Learning Time for lead teacher and teacher teams to work collaboratively. D. Analysis of various data sources during common planning periods, after school, Monday Professional Learning and Tuesday Professional Learning.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Providing materials and training to help parents work with their children to improve their achievement levels in literacy and use of technology through monthly meetings.

2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. The Parent Coordinator and lead teachers will provide parents with training in School Net.

4. Providing assistance to parents in understanding Common Core Standards.

5. Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

7. Monthly revisions of unit plans.

8. Sharing curriculum maps with School Leadership Team.
9. School Leadership Team and Parent Teacher Association develop a Parent Academy in Common Core from January 2015-May 2015.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
X Title I Parent Involvement Monies											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By February 2015, at least two model/lab site classrooms will be established to support professional development, instructional rounds and professional learning communities.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to our most recent quality review report conducted in February 2014 the school needs to "strengthen school wide instructional practices that engage all students in discussions and high levels of thinking to increase student achievement." In addition, according to our schools' most recent School Quality Snapshot for the 2013-2014 school year improvement on the state math exam by our lowest performing students was rated "poor."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
A. Select a minimum of two classrooms to establish as model/lab sites **B.** Create model/lab sites for teachers to use as a model for their classroom libraries and classroom environment **C.** Inter-visitations to model/lab classrooms
• **Key personnel and other resources used to implement each strategy/activity**
A. Principal and Assistant Principal **B.** Principal, Assistant Principal, Network Point Person, Literacy Consultant, Classroom teachers **C.** Principal, A.P., Network Staff, Instructional staff
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
A. Classrooms are chosen based on teacher's ability to maintain classroom environment B. Provide classrooms with materials and professional support needed to create a model/lab site C. Teachers and paraprofessionals will visit model/lab sites and meet with Lead Teachers to replicate the environment and participate in professional development
• **Timeline for implementation and completion including start and end dates**
A. September 2014-June 2015 B. September 2014-June 2015 C. September 2014 – June 2015
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
A. Administration and Professional Learning Team will choose model/lab sites during the school day **B.** Professional development days, faculty conferences, afterschool, common planning and lunch and learns **C.** Monday Professional Time, Tuesday Professional Time, Common preps and planning periods

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
A. School leaders, parent coordinator and consultants will provide parents with information and training needed to effectively become involved in planning and decision making. SLT meetings are made public. B. We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor the child's progress. Our Parent Coordinator will meet with parents to teach how to access ARIS for their children (until January 2015). a. (January 2015) - Review School net data and share data with parents and guardians. C. Provide technological professional development opportunities for parents to access and interpret data by lead technology staff.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Instructional Expectations Monies											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
10. Strategies/activities that encompass the needs of identified subgroups
11. Key personnel and other resources used to implement each strategy/activity
12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
13. Timeline for implementation and completion including start and end dates
14. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
D. Strategies/activities that encompass the needs of identified subgroups
1.
E. Key personnel and other resources used to implement each strategy/activity
1.
F. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
G. Timeline for implementation and completion including start and end dates
6.
H. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	The Push In and Pull Out programs target Tier II students. The group size varies from 4-6 students. For the Push In program the students follow the mini lesson that is being taught to the whole class and then work with the AIS provider on specific skills based on their needs. The AIS provider uses language experiences, flashcards, manipulatives and/or on-line programs during instruction. The bottom third students in grades 3-5 are serviced through the pull out program. They are placed in multi-grade small groups (based on their reading levels) and receive instruction in decoding, word study and comprehension. The AIS providers use the Leveled Literacy Intervention (LLI) program, Read 180, I-Ready (which can also be used at home), as well as other materials based on the needs of the students. Tier III students are serviced as part of the pull out program. Pull out students are seen a minimum of twice a week.	Small Group/ Pull Out/ Push In	School Day/ Afterschool/ Saturday School
Mathematics	AIS providers will push into the classroom for math. They use the RTI section of the Go Math Program to work with targeted students. All grades will use these supplemental lessons to aid students with the strategy/skills taught in the mini lesson, in addition to using I-Ready (which can also be used at home), Khan's Academy, Great Leaps Math, Jump Start, and Study Island. Providers also focus on increasing student's ability to answer open ended questions and explain their work in writing. In addition, Tier III students will work one-on-one to address specific	Small Group/Pull Out/Push In	School Day/ Afterschool/Saturday School

	needs.		
Science	AIS is being provided for targeted students using Read 180 and LLI requiring modification and small group instruction to address their specific needs. Students use informational texts to gather information and use the information found in the text to answer questions. Students are also taught to label materials, use information to solve problems, and to write hypotheses and coherent informative explanations of their results	In classroom and AIS Pull Out/ Push In Services	School Day/Afterschool/Saturday School
Social Studies	AIS students are in small groups using Read 180 and LLI and targeted in Tiers as determined by work samples and assessments. Providers use informational texts that contain maps, graphs and news articles. Students are taught to extract accurate information and answer document based questions**.**	In classroom and AIS Pull Out/ Push In Services	School Day/ Afterschool/Saturday School
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At risk students receive support from the guidance counselor, social worker, and/or school psychologist. Students are seen in small groups or one to one based on their particular needs. Positive role models are introduced to the students. Some Tier III students are referred to outside agencies.	Small Group/One to One	Day/ Afternoon Day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to maintain highly qualified teachers, teams engage in collaborative practice using the inquiry approach. Time is spent effectively assessing and evaluating student work and planning lessons that accelerate student learning. Teachers receive personalized professional development based on their needs. They attend in-house and external professional development and share best practices. Teachers lead teams and content areas in which they have strengths. Rigorous conversations are held in small groups and one to one amongst peers to facilitate collaboration and continuous dialogue.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
As a school community we encourage teacher leaders to work cohesively to be a part of the school hiring team to select new employees and provide them with high quality professional development which ensures that teachers become, and remain, highly effective in helping all students to achieve high performance standards. Highly qualified teachers are recruited through job fairs and interviewed by a hiring committee consisting of novice and veteran teachers. In order to ensure that our teachers remain highly qualified, they attend in-house and external professional development and share best practices. The staff receives professional development on understanding the Common Core Learning Standards and the Danielson Framework for Teaching. Staff also receives professional development in the use Positive Behavior Intervention System training by our social emotional team, teacher leaders and external developers. PBIS is a system that encourages positive behavior and expectation for students and the school community. • The use of technology based professional development will allow teachers and staff to reflect, network and provide on-going professional development through Engage NY and The Teaching Channel. • Staff will receive professional development regarding behavior modification and classroom management in order to achieve high level student performance. • All P.S. 12 staff will receive professional development in order to maintain their highly qualified status. • Also staff with identified talent will be guided into roles that allow them to use those talents. Such examples are lead teachers who will be encouraged to seek /or train for administrative roles/ coaches. • All new teachers will be assigned a mentor for at least one year. • Small learning communities will be created to provide new teachers (and all in need of support) with the support needed to enhance our learning community.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a School Wide Project school we use state and local funds in addition to our Federal funds to support instruction of all students. Students in Temporary Housing as well as our other students receive school supplies, books and other materials needed to be able to do their work and meet the Common Core Learning Standards. Students are provided with the opportunities to attend various cultural events in order to broaden their horizons and provide enrichment.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Each spring we reach out to local preschool programs and invite the families of children turning 5 (those ready to enter Kindergarten) to visit our school. Parents and prospective students are given a tour of our school and are invited to visit our kindergarten classes. Parents meet with the Parent Coordinator, teachers and administrators and receive a brief overview of

the kindergarten curriculum and informed how they can help prepare their children for entering our school.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Based on the teachers evaluation team and lead teachers decisions through the TEP Team decisions were made to determine the assessments our school would use for Measure of Teacher Learning and Measures of Student Learning.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

General Expectations

PS12 agrees to implement the following statutory requirements:

- ***The school will put into operation programs, activities and procedures for the involvement of parents, consistent with the section 1118 of the Elementary and Secondary Education Act (ESEA)***

Those programs, activities and procedures will be planned and implemented with meaningful consultation with parents of participating children.

- ***The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.***
- ***The school will incorporate this parental involvement policy into into its school improvement plan.***
- ***In executing the Title I, Part A parental involvement requirements , to the extent practicable, the school will provide multiple opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format , including alternative formats upon request, and, to the extent practicable, in a language parents understand.***
- ***The school will involve the parents of children served in Title I, Part A programs in decisions regarding how the1 percent of Title I, Part A funds reserved for parental involvement is spent.***

- ***The school will be governed by the following statutory definition of parental involvement, and will execute programs, activities and procedures in accordance with this definition:***

- ***Parental involvement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring:***

  1. ***That parents play an integral role in assisting in their child's learning***
  2. ***That parents are encouraged to be actively engaged in their child's education at school***
  3. ***That parents are full partners in their child's education and are included, as appropriate, in decision-making and actively participate on advisory committees to assist in the education of their child; as well as the execution of other activities, such as those described in section 1118 of the ESEA.***
  4. ***The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the school.***

Descriptions of How P.S.12 will Implement Required Parental Involvement Policy Components:

1. *P.S. 12 will take the following actions to involve parents in the joint development of the school's parental involvement plan under section 1112 of the ESEA:*
    - *Host a Title I Parent Meeting (Evening and Morning)to accommodate all parents.*
    - *Distribute the Title I school parental involvement policy and parent compact by November of each year.*
2. *P.S.12 will take the following actions to involve parents in the process of school review and improvement under section 1116 of ESEA parental involvement activities to improve student academic achievement and school performance:*

- *PROVIDE OPPORTUNIES FOR PARENTS TO CONFER WITH TEACHERS EVERY TUESDAY 2:20-3:30*
- *Host Curriculum Day/Evening to give parents the opportunity to be involved in a classroom setting and share their child's academic experience.*
- *Conduct workshops to assist parents in supporting their children for New York State Exams.*
- *Conduct parent meetings to inform parents of school initiatives and survey parent needs.*

3. *P.S.12 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs:*

CELEBRATION of Academic Achievement, PBIS celebration, Attendance Celebration, Test Preparation and Assessment and Curriculum Day, FAMILY NIGHT (E.G. GAME NIGHT, MOVIE NIGHT)

4. *P.S.12 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and ACTIVITIES TO design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents) its parental involvement policies.*

Parents on the PTA and School leadership teams will participate in school walkthroughs and learning walks. This will enable parents to have a better understanding of the school's operation and how needs are assessed for the upcoming school year.

P.S.12 will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below

1. *Providing materials and training to help parents work with their children to improve their achievement levels in literacy and use of technology through monthly meetings held by school, PTA, Parent coordinator.*
2. *Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.*
3. *Fostering a caring and effective home-school partnership to ensure that parent s can effectively support and monitor their child's progress. The parent coordinator will provide parents with training in ARIS, Study Island, and SCHOOLNET.*
4. *Providing assistance to parents in understanding Common Core Standards when parents receive the math or ELA monthly workshops.*
5. *Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand. Use of the school website to communicate.*
6. *Parents and family members are invited on a monthly basis to celebrate student writing the publishing parties.*
7. *Solicit parent volunteers for school trips.*
8. *Cool Culture*

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by the undertaking of the actions described in this paragraph.

- *The state's academic content standards*
- *The state's student academic achievement standards*
- *The state's academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. This will be achieved through one*

TO ONE CONFERENCES, WORKSHOPS, AND CLASSES. THE NECESSARY EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY WILL BE PROVIDED TO ENSURE SUCCESS.

THE SCHOOL WILL PROVIDE MATERIALS AND TRAINING TO HELP PARENTS' WORKS WITH THEIR CHILDREN TO IMPROVE THEIR CHILDREN'S ACADEMIC ACHIEVEMENT.

1. *PROVIDING MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN TO IMPROVE THEIR ACHIEVEMENT LEVELS IN ELA, SOCIAL STUDIES, MATH AND USE OF TECHNOLOGY. USE OF OWL (PRE-K) (OPENING THE WORLD OF LEARNING) READY GEN, GO MATH(K-5). MEETINGS WILL BE HELD ON A MONTHLY BASIS.*
2. *PROVIDING PARENTS WITH THE INFORMATION AND TRAINING NEEDED TO EFFECTIVELY BECOME INVOLVED IN PLANNING AND DECISION MAKING IN SUPPORT OF THE EDUCATION ON THEIR CHILDREN. MEETINGS WILL BE HELD ON A MONTHLY BASIS.*
3. *FOSTERING A CARING AND EFFECTIVE HOME-SCHOOL PARTNERSHIP TO ENSURE THAT PARENTS CAN EFFECTIVELY SUPPORT AND MONITOR THEIR CHILD'S PROGRESS. PARENTS WILL BE ABLE TO MAKE APPOINTMENTS WITH THE PARENT COORDINATOR TO LEARN HOW TO ENTER ARIS TO SEE THEIR CHILD'S PROGRESS.*
4. *PROVIDING ASSISTANCE TO PARENTS IN UNDERSTANDING COMMON CORE STANDARDS. WORKSHOPS WILL BE HELD ON A MONTHLY BASIS.*
5. *SHARING INFORMATION ABOUT SCHOOL AND PARENT RELATED PROGRAMS, MEETINGS AND OTHER ACTIVITIES IN A FORMAT AND IN LANGUAGES THAT PARENTS CAN UNDERSTAND.*
6. *PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR SCHOOL STAFF WITH THE ASSISTANCE OF PARENTS TO IMPROVE OUTREACH, COMMUNICATION SKILLS AND CULTURAL COMPETENCY IN ORDER TO BUILD STRONGER TIES BETWEEN PARENTS AND OTHER MEMBERS OF OUR SCHOOL COMMUNITY. USE OF THE SCHOOL WEBSITE, SCHOOL MESSENGER, EMAIL, TEXTS AND NEWSLETTERS.*

ADOPTION

THIS SCHOOL PARENTAL INVOLVEMENT POLICY HAS BEEN DEVELOPED JOINTLY WITH, AND AGREED ON WITH, PARENTS OF CHILDREN PARTICIPATION IN TITLE I, PART A PROGRAMS, AS EVIDENCED BY THE AGENDA AND SIGN IN SHEETS FROM MEETING.

THIS POLICY WAS ADOPTED BY P.S.12 ON NOVEMBER 21, 2013 AND WILL BE IN EFFECT FOR THE PERIOD OF 3 YEARS. THE SCHOOL WILL DISTRIBUTE THIS POLICY TO ALL PARENTS OF PARTICIPATING TITLE I, PART A CHILDREN ON OR BEFORE NOVEMBER 30, OF EACH YEAR.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Dr. Jacqueline Peek-Davis Elementary School/ Public School 12 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

E. always try my best to learn.

DBN: 17K012

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$161,350.20	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$100,499.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$1,269,617.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 17	Borough Brooklyn	School Number 012
School Name Dr.Jacqueline Peek-Davis Elementary		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Nyree Dixon	Assistant Principal Rose Graham
Coach	Coach
ESL Teacher Natasha Danova	Guidance Counselor Kymberly Berardi
Teacher/Subject Area Thalia Wright/ Science	Parent
Teacher/Subject Area	Parent Coordinator Gladys Thom
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	173	Total number of ELLs	7	ELLs as share of total student population (%)	4.05%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1					8								9
Pull-out	7	4												11
Total	8	4	0	0	0	8	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	**Newcomers (ELLs receiving service 0-3 years)**	5	**ELL Students with Disabilities**	3
SIFE	0	**ELLs receiving service 4-6 years**	2	**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 SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5	0	2	2	0	2	0	0	0	7

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	5	0	2	2	0	2	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									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	3	1	0	0	0	2								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	1	0	0	0	2	0	0	0	0	0	0	0	7

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2													2
Intermediate(I)	1	2	1		1	0								5
Advanced (A)	2	1			1	2								6
Total	5	3	1	0	2	2	0	0	0	0	0	0	0	13

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5	2				2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	2								2
5	1		1						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   We use WSS (Work Sampling System) as an authentic assessment for K-2. We also use the CCLS Performance Tasks, and Fountas and Pinnell Benchmark Reading Assessment for early literacy skill assessments. In grades 3-5 we use past state exams, and our ELA ReadyGen program unit assessments to assess student progress. The data tells the strength and weaknesses, students' indepenent and

instructional reading levels. The collected data helps teachers to plan their next instructional steps.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on the results of the NYSESLAT scores of 2013, we found out that our ELLs are weakest in writing and reading. Also, students who are at the Intermediate level do better in speaking and reading, with minimal progress in writing. Students who reach the Advanced level show improvement in reading, listening, and speaking. The analysis of the NYSESLAT also shows that all tested ELLs indicate an increase in the number of students who are at the Advanced and Intermediate levels of proficiency.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

The RNMR is not available as of October 3, 2013.

4. For each program, answer the following:
   a. 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?

a. A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students scored at the Beginner level: Kindergarten -3 students, Intermediate: Kindergarten-1 student, Grade 5-1 student, Advanced: Kindergarten-1 student, Grade 1-1student, Grade 5- 1 student . The number of beginners and intermediates are clearly higher in the lower grades.We found out that the earlier ELLs start the program the faster they test out. Also, if the child shows high level of knowledge in his native language, the better are the results in English language acquisition. Our students choose not to take state tests in their native languages.

b. The school leadership and teachers use the results of the Periodic Assessments to plan and provide rigorous instruction for our ELLs aligned with the State ELA/ESL Standards. We utilize differentiation of instruction to meet the needs of ELLs who are at different levels of the English language proficiency. Teachers focus on reading in the content areas with an emphasis on the development of appropriate content area vocabulary and comprehension skills. Teachers also include a wide range of print, visual, manipulatives, and digital resources in everyday teaching.

c. We learn the use of language, their communication skills, oral and written skills and their needs. The periodic assessment show us who is approaching the NYS CCLS standards. ELLs in P.S.12 are performing below grade proficiency level in ELA and Math. They demonstrate partial proficiency on State Science Test. Our students choose not to use their native language during Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

Our ELLs take part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. We use screening and formative assessment data to identify students at risk for poor learning outcomes, to monitor the effectiveness of instruction , to implement multi-leveled evidence-based instruction that is matched to students' instructional needs, to identify disability. Data helps to set short- and long-term intermediate goals as ELLs work toward meeting the grade-level standards. We consider each individual student's needs and use data from frequent progress monitoring and other sources to determine the length of time to implement interventions and plan revisions to interventions accordingly.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We align teachers' instructions to the ESL/ELA standards and assessment data analyses. ESL teacher and classroom teachers plan and accomodate instructional decisions to support the student's second language aquistion. Due to the low number of ELLs our school has only ESL program model. There is a bilingual paraprofessional who uses the native language support student's second language development for everyday classroom instruction. We encourage our ELLs to practice their native language proficiency within their personal communication a swe have noticed that if the child shows high level of knowledge in his native language, the better are the results in English language acquisition.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the program is evaluated by the NYSESLAT, state tests, periodic assessments, ELLs' reading levels, and teacher-created authentic assessments results, students' performance aligned to the NYS Standards.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

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

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.

   Placement procedure requires that parents will be given an opportunity to make an informed decision of the correct program for their child. Parent Orientation meetings are held within ten days from the registration and evaluation of the newcomer. At the Orientation meeting the ESL teacher together with the Parent Coordinator explains to the parents that they have rights to choose any of the offerred programs. However, due to the small number of ELLs P.S. 12 only offers an ESL program.

   The video explaining the parents' choices is available in different languages as well as translator's services from the school staff. We have staff members who speak Spanish, Haitian-Creole, Arabic, Mandarin, Yoruba, Hausa, Russian, and Polish. It is explained in detail that if parents should choose any option other than Freestanding ESL program, their child would be required to go to another school. The ESL teacher is ready to give information about location of available bilingual schools.

   Program Selection forms are distributed after parents view the video.The ESL teacher is responsible for the distribution and collection of Parent Survey and Program Selection forms. Any parent who decides to keep their child in P.S. 12 must accept the Freestanding ESL program as this is the only program offered in our school. Very few parents choose to send their children to other schools. Most parents accept the program we offer at P.S. 12. After reviewing the Program Selection forms for the past few years the trend in program choices that have been requested by parents is the ESL and Transitional Bilingual programs. A Transitional Bilingual program is not offered in P.S. 12 because of the low number of students whose parents are rquesting a Bilingual program. The program model offered in P.S. 12 is aligned with the parents' request.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   The ESL teacher is resposible for the distribution of Entitlement letters to the parents/gardians of ELLs , as well as the collection of Parent Surveys and Program Selection forms. The copies of the Entitlement letters and Program Selection forms signed by ELLs' parents are securely stored. If the Program Selection forms are not returned the ESL teacher and the Parent Coordinator make phone calls to the parents/gardians to remind them about returning the forms.

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.

   After parents of ELLs make a program selection, they are informed in their native language that an ESL program is offered in our school. They are also informed that a Transitional Bilingual program is not offered because the number of students whose parents request this program is too small. We provide parents with information about schools that provide Trnasitional Bilingual program. In addition parents receive a Parent Broshure in English and their native language with information for parents of English Language Learners. At P.S.12 students who are identified as ELLs are placed in ESL instructional program according to their level of English Language Proficiency (as per LAB-R or NYSESLAT results) and receive a mandated number of minutes of ESL instruction per week.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

   In the spring of each school year, we administer the annual assessment, New York State English as a Second Language Achievement Test to all of our ELL students. The RLER, ATS report for both NYSESLAT and LAB-R, is printed by ELL/Testing Coordinator and used

to determine which students are NYSESLAT eligible. A testing memo of the NYSESLAT is then crafted by the ELL/Testing Coordinator. The ESL teacher pulls out the students on a one-on-one basis to administer the speaking component. The Reading, Listening and Writing components are scheduled on three different days. Students with disabilities are provided with the modifications indicated in their IEPS. The ELL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam.

6. 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.) 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.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

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

b.The ESL groups are mixed up heterogeneously for targeted area instruction as informed by the LAB-R and /or the NYSESLAT. There are two groups of ELL students that receive ESL services. Group1 consists of K-1 students who are at the Beginning, Intermediate and Advanced Levels. Group 2 has students from grade 5 who are at the Intermediate and Advanced Levels. There are no grade 2, 3, and 4 students receiving ESL service at this time. The schedule of our ESL teacher is adjusted to the needs of the students so that all ELLs receive the appropriate amount of time needed to meet the state

requirements. The ESL program stresses integration of the four ELA components: listening, speaking, reading, and writing. The ESL teacher pushes-in to the classrooms during various times of the day thereby assisting during all content areas. During the pull-out classes content-based books are used for ELA and Math instructions.The needs of all students are met through differentiated instruction. To help the ELL population meet the NYS Learning Standards, instructional strategies such as small group models, pair work, modeling, Phonemic Awereness, Total Physical Response, author and genre studies, use of multimedia materials, use of multicultural literature, graphic organizers and class presentations will be utilized.The schooll provides ELLs with an access to computers in the classrooms as well as an access to language-appropriate software that is aligned to standard-based cirruculum. The ESL room has leveled books, author and genre studies materials, multicultural literature, Spanish library, audio and visual equipment. In addition, the ESL teacher uses different instructional materials to support students of all levels of proficiency: research-based reading programs lOpeners, Good Habits/ Great Readers, ESL Activities for Every Month of the School Year, Time for Kids Magazine, Write Time for Kids writing program, Treasures program materials specially designed for ELLs, multiple manipulative materials, and variety of dictionaries.

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)?

At the beginning of the school year, the ESL Coordinator and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models. All of our English Language Learners receive the New York State mandated ESL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELLS receive 360 minutes of ESL instruction a week. Advanced ELL's receive 180 minutes of ESL instruction a week.Our ESL teacher is NYS highly qualified and certified. Students are placed according to their proficiency levels, beginners and intermediates are grouped together. Advanced ELLS are placed in another group. ESL teacher is then assigned to groups according to the number of mandated minutes needed to service students.

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 foster language development and meet the demands of the Common Core Learning Standards.

In ESL program model content area is incorporated into ESL instruction. Every reading and writing unit on every grade is content area based. Thus, content area instruction and language learning will be combined. Our ESL model supports content area instruction. Our school uses the GoMath! Math program. In this program students receive mathematic instruction that incorporates hands- on activities, use of manipulatives, and technology. This type of program helps support ELLs. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides, organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teacher will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections is also a main component of ESL instruction. ESL teacher models correct thinking processes in all subject areas, so that learners become capable to work independently. Our program model implements differentiated and direct instruction providing research based, standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teacher in the ESL program implements scaffolding in each lesson: Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. The ESL program at P.S. 12 embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in everyday life situations. They will and can demonstrate their academic rigor in some of the following ways: making connections to texts, learning experiences, prior knowledge, use of language in discussions, group work, and in presentations, understand the multiple meanings of words; collect, analyze and organize information, perform multi-step tasks.

Our teachers including ESL teacher are creating ELA and Math performance tasks aligned with Bloom's Taxonomy. Our new ELA program ReadyGen! incorporates spelling, vocabulary, grammer, phonics, and both fiction and non fiction reading and writing material in one comphrensive program.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At P.S. 12 we have no SIFE students. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ESL services weekly. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program where they will be in a small group environment two days a week. Also, these students will be invited to participate in all after-school and extra curricular activities.

b. P.S. 12 maintains English instruction for newcomers by providing all teachers with professional development. The ESL teacher with collaboration of the General/Special Education teachers modify the assignments for them and provide productive work that egages newcomers in language learning. Newcomers participate and show comprehension through pointing, nodding, drawing, using actions of simple responses. Our school uses extended day time to provide additional instruction for newcomers by a fully certified ESL teacher. When necessary, children participate in AIS for additional small group instruction. We are sensitive to our newcomers' emotional needs in adapting to a culture so we pair beginners with more advanced students who share a common native language. We use translators as needed, and in particular, where applicable, in testing situations.

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT scores: both during mandated ESL periods and in the classroom they receive instruction that focuses on building high order reading skills. Extended day affords these students small group instruction.

d. The needs of the students receiving services for 4 to 6 years are carefully examined. The data is dissagregated to verify as whether the issue is based on a language deficit or an instructional deficit. Long-term ELLs are required to participate in the extended day programs. If necessary our IEP teacher provides small group interventions. All of these children are strongly urged to attend our after-school and Saturday programs.

e.A students who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with General and /or Special education teacher are responsible for monitoring these ELLs. Monitoring consists of the following measures of students performance: report card grades, test scores, student performance, teacher observation, and progress in meeting the NYS Learning Standards in all areas.The ESL teacher will help assist to adopt and modify materials and instructions to the exited student, thereby facilitating the transition.

7. 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?

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs. The ESL teacher uses different strategies helping students to acquire academic language, use context to figure out unfamiliar words and expressions, one on one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling grammatically correct statements.
The ESL teacher conducts meetings with classroom teachers who have ESL students in their room. The ESL teacher also helps students with their classroom work and projects.There are currently 3 special education students in the program. These students are included in the groups with general education students for the duration of the ESL program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At P.S. 12 the curriculum is modified to meet the needs of ELLs-SWDs. During mandated ESL classes the teachers focus on the skills in reading and writing that will enable these children to meet the standards. Our special education students are pulled out and mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their learning needs. These children receive small group instruction to help them build reading comprehension skills and are given opportunities to develop their English literacy skills.

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

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				
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

9. 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.

   At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units on every grade are content-area based. ESL instruction is incorporated into Social Studies and Science reading/writing units thus combining content area instruction and language learning. Our push-in model supports content area instruction. Our Science cluster teacher uses hands-on learning and ESL techniques to introduce new concepts to the ELLs. Our school uses the GoMath! Mathematics program. This program supports ELLs by incorporating hands-on activities, use of manipulatives and Internet technology. Classroom teachers have been made aware that for ELLs two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    The ESL teacher uses interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, role playing, dialogue journals, field trips, and KWL charts. In fostering the transition from BICS to CALP for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.

11. What new programs or improvements will be considered for the upcoming school year?

    In the 2013-2014 school year our school will have a Drama class, Computer Lab, and a Science Lab available for all grades. The addition of these classes allows for all students, including our ELLs, to have access to the art of Drama,Technology use, and Science instructions. Our after-school program was a success last year, so we will continue this program in the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

    We are not planning to discontinue any programs for the upcoming school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    All ELLs are afforded equal access to all school programs. Our after-school and Saturday Academy classes are available to all children on the appropriate grades. Both our Saturday and after-school programs will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Our school uses IPADs, classroom computers, and individual laptops to supplement classroom instruction in various content areas. Technology integration is supported through ESL appropriate software in our computer lab. There is on going professional development assisting teachers who want to be become more adept with technilogy use when working with ELLs.

    By the end of the school year there will be Promethean Boards in our classrooms. Professional Development will be provided to assist all teachers in the use of this technology.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    At P.S. 12 ESL classroom library contains bilingual and native language books in the native languages spoken by our students. We have bilingual dictionaries and glossaries as well. All of these books are available to all of our students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

    At P.S. 12 all required services support, and all resources correspond to ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    N/A

18. What language electives are offered to ELLs?

    N/A

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

We have one ESL teacher who attends all available professional development sessions from DOE and/or our Empowerment Support that is applicable to elementary school students. Teachers demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so as to make sure that all students have the appropriate materials. 7.5 hours of of ELL training is provided for all staff members during Professioanl Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS LEP Identification Process; LAB-R and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ESL Strategies; SIFE.

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

D. Parental Involvement

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

All parents including ELL parents take part in our parent involvement activities. When planning our parent involvement activities we syrvey and listen to our parents as how we can best serve their needs. We host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. Parents are proactive in creating schoolwide activities such as school carnival, Family Movie Night, Family Science Night, Boys to Men, and Girls Night. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.

Our school provides translation services for ELLs' parents. All important notices are sent in the home languages. Letters are translated by school personnel, when necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at P.S.12. We will have a translator from the Translation Unit on site to assist parents when necessary. We keep an updated list of available personnel who can assist with translation and interpretation services. P.S. 12 ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home. Parents of ELLs attend Parent/Teacher Conferences as well as ELL Parent Orientations where parents meet the teachers and discuss their child's progress. During fall and spring Parent/ Teacher conferences parents of ELL students are strongly encouraged to visit the ESL room. The ESL teacher also visits each classroom of the students she services to remind the parents and teachers to visit the ESL room. Parents have an opportunity to communicate their concerns with the ESL teacher and review their child's work folder to get a better understanding of their child's needs and achievements. The school leadership, our Parent Coordinator, SLT and PTA members invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the home languages of the parents/guardians, and provide information about needed support services.

Parent needs are evaluated through feedback from the New York City Learning Environmment Surveys and the Parent Coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns.

Our school provides translation services for ELLs' parents. All important notices are sent in the home languages. Letters are translated by school personnel, when necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at P.S.12. We will have a translator from the Translation Unit on site to assist parents when necessary. We keep an updated list of available personnel who can assist with translation and interpretation services. P.S. 12 ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Dr.Jacqueline Peek-Davis Eleme			**School DBN:** 17K012
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nyree Dixon	Principal		11/15/13
Rose Graham	Assistant Principal		11/15/13
Gladys Thom	Parent Coordinator		11/15/13
Natasha Danova	ESL Teacher		11/15/13

	Parent		
Thalia Wright	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
Kymberly Berardi	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 **Network:** CFN 401

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

Part A: Needs Assessment Findings

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

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

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

The primary languages spoken at P.S.12 are English, Spanish, and Arabic. All letters and notices that are sent home are translated into the appropriate language for non-English speaking parents and caregivers. These findings were reported at the first PTA meeting for 2013-2014 school year. When oral translation is needed we use either school personnel or when necessary parents. P.S. 12 website www.ps12brooklyn.org has a feature that allows for translation all school announcements, school calendar of all cultural events and exams, school news, and various related materials into the 9 primary languages spoken in NYC area.

Part B: Strategies and Activities

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

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

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

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

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

P.S.12 will fulfill Section VII of the Chancellor's Regulations A-663 by determining within 30 days of a student's enrollment the primary language spoken by the parent of each student. If such language is not English, it is determined whether the parent requires language assistance in order to communicate effectively with the school. We will maintain current records of the primary language in ATS, as well as on the student's Emergency Card.
The school will continue to use all of the above translation options and selections. We will also post in a conspicuous location at or near the primary entrance a sign in Spanish, Russian, Bengali, Chinese, Urdu and Arabic, indicating the availability of interpretation services.
We will also update our school's safety plan so that procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. We will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such

forms in accordance with this section.