

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

24Q012

School Name:

JAMES B COLGATE

Principal:

STEPHANIE MOSKOS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q012
School Type: Community Zoned School Grades Served: K-5
School Address: 42-00 72nd Street Woodside, NY 11377
Phone Number: (718) 424-5905 Fax: (718) 424-0207
School Contact Person: Stephanie Moskos Email Address: smoskos@schools.nyc.gov
Principal: Stephanie Moskos
UFT Chapter Leader: Patricia Spotteck
Parents' Association President: Vanessa Medina
SLT Chairperson: Georgette Hernandez
Student Representative(s): N/A

District Information

District: 24 Superintendent: Madalene Taub Chan
Superintendent's Office Address: 98-50 50th Avenue Corona, New York 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718 592 3357 Fax: 718 592 3770

Cluster and Network Information

Cluster Number: 02 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.

SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**

The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephanie Moskos	*Principal or Designee	
Patricia Spotteck	*UFT Chapter Leader or Designee	
Vanessa Medina	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephan Silva (Maspeth Town Hall)	CBO Representative, if applicable	
Veronica Arteago	Member/ Parent	
Mieko Aono	Member/ Parent	
Miho Negrao	Member/ Parent	
Shan Huang	Member/ Parent	
Greyza Baptista	Member/ Parent	
Elsa Ayabaca-Lopez	Member/ Parent	
Georgette Hernandez	Member/ Teacher/ Chairperson	
Deborah Pellegrino	Member/ Teacher	
Barbara Andujar	Member/ Teacher	
Maureen Ciccone	Member/ Teacher	
Fran Kelly	Member/ Teacher	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of the James B. Colgate Elementary School is to provide our students with the best education possible by creating a learning environment that conveys high expectations for all students. Across classrooms, there is a deepened understanding of common core aligned content that results from students engaging in cognitively demanding tasks. These learning tasks require strategic thinking, complex reasoning and provide all students with multiple opportunities to extend and apply their knowledge. Our teachers are empowered to engage all students in challenging, differentiated activities that represent the importance of planning for focused and rigorous instruction.

Our 2013-2014, well-developed Quality Review indicated that effective pedagogical practices are creating an environment in which each student is expected to learn at high levels and is supported with appropriate scaffolds and extensions to the curriculum. The P.S. 12Q community connects with our students and their parents to promote a nurturing and inclusive atmosphere that prepares our diverse student population to successfully compete in our interconnected, ever evolving world.

During the 2013-14 school year, P.S.12Q successfully implemented:

- Two (2) new, rigorous, common core aligned programs: ReadyGen for ELA and GO MATH for Mathematics
- The continued alignment of science and social studies to the CCLS as well as to the NYC Scope and Sequence and NYS Common Core Crosswalk documents
- The NYC Department of Education's *Instructional Shifts* embedded into teacher practice across grades and subject areas

During the 2013-14 school year, pedagogical practices strengthened as evidenced by:

- Lesson plans designed to reflect teacher knowledge of students as well as lessons crafted with multiple entry points so that all students have access to the same rigorous instruction
- Small group instruction based on data culled from formative and summative assessments addressed to meet all student needs and to maximize learning for all students
- The adaptation of curricula to meet the needs of our diverse population including English Language Learners and Students with Disabilities
- The application of the ReadyGen and GO MATH curricula as instructional guides and not as prescriptions

Our School Quality Snapshot supports the success of the 2013-14 school year as evidenced by the following data results:

Achievement in Mathematics

- 62 percent of all students in grades 3-5 met or exceeded standards on the NYS Mathematics Assessment. This represents a 23 point differential versus the city's average of 39%.
- Third grade students in 2014 ranked significantly higher in the city than in 2013; from the 70th percentile to the 85th percentile city wide.

- Fourth grade students as a cohort ranked higher in 2014 than in 2013; from the 70th percentile to the 77th percentile city wide.
- Fifth grade students as a cohort ranked higher in 2014 than in 2013; from the 75th percentile to the 84th percentile city wide.

Progress in Mathematics

- In the 2013-14 school year, we achieved a 19.2% increase in the number of students performing at Levels 3 and 4 on the NYS Mathematics Assessment versus the 2012-13 school year.
- The percent of Students with Disabilities meeting and/or exceeding state standards increased from 6% in 2012-13 to 23% in 2013-14.
- The percent of English Language Learners meeting and/or exceeding state standards increased from 16% in 2012-13 to 31% in 2013-14.

Achievement in ELA

- 45 percent of all students in grades 3-5 met or exceeded standards on the NYS English Language Arts Assessment. This represents a 15 point differential versus the city's average of 30%.
- Third grade students in 2014 ranked significantly higher than in 2013; from the 79th percentile to the 85th percentile city wide.
- Fifth grade students in 2014 ranked significantly higher than in 2013; from the 70th percentile to the 78th percentile city wide.

Progress in ELA

- In the 2013-14 school year, we achieved a 5% percent increase in the number of students performing at Levels 3 and 4 on the NYS ELA Assessment.
- The percent of Students with Disabilities meeting and/or exceeding state standards increased from 7% in 2012-13 to 12% in 2013-14.
- The percent of English Language Learners meeting and/or exceeding state standards increased from 8% in 2012-13 to 15% in 2013-14.

Additionally,

- In 2013-14, 150 students out of 402 English Language Learners achieved English Proficiency. This result represented a 32 percent increase (versus 2012-13) of students achieving English Proficiency.

Learning Environment Survey

- P.S.12Q exceeded expectations in all categories (Instructional Core, School Culture, and Systems for Improvement) measured by the NYC School Survey
- 96 percent of all parents are satisfied with their children's education
- 99 percent of all teachers agree that school leaders place a high priority on the quality of teaching
- 99 percent of all teachers would recommend P.S. 12Q to parents

Our needs assessment for the 2014-15 school year, indicates that we must continue to strengthen our students' ability to decode, comprehend and to respond to complex texts. Additionally, we must keep our momentum in mathematics as dictated by the following:

- Student Progress in ELA versus Student Progress in Mathematics: In ELA in 2013-14, we met 44.9% of our peer range versus meeting 77.6% of our peer range in mathematics in 2013-14. There is a significant difference of almost 33 points in ELA versus mathematics. This data indicates that we must increase ELA progress in grades 4 and 5 to complement our admirable results in mathematics.
- Student Progress in ELA in 2013-14 in the fourth grade (as a cohort) ranked lower than in 2012-13, resulting in a drop of percentile ranking from the 79th percentile city-wide to the 67th percentile city wide. This data signifies the importance of reducing 4th grade class size as well as providing our 4th grade students with more opportunities to read independently and focusing our students' attention to complex text strategies during Guided Reading periods.

Our needs assessment specifies the necessity of continuing to adapt our ReadyGen and GO MATH Programs through teacher team collaboration, thoughtful planning, and teacher effectiveness. We must provide our students with actionable feedback in order to develop their independence. Through small group instruction in both ELA and in math, we must continue to target students who are struggling, students who are approaching grade level and those students who are on and above grade level standards. During the 2014-15 school year, we will persist by building upon our work from the 2013-14 school year. We will regularly modify our instruction by fully integrating assessment into instruction.

Through teacher team work and through focused and strategically well planned professional development opportunities, the 2014-15 school year assures us continued success. Additionally, at P.S.12 Q, we fully recognize the importance of the home-school partnership and will continue to support, maximize and to build upon all parent engagement activities. We are committed to customize parent engagement opportunities by inviting all P.S.12 Q families to actively participate in their children's academic development.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on NYS Mathematic Assessment results, Beginning of the Year Go Math Assessment results, and administrative observations, we have identified mathematics as an area that requires our continued attention. Although last year was successful as evidenced by our excellence in mathematical achievement and progress, we want to maximize this momentum. We believe that *productive struggle* in mathematics is a pivotal component of our continued success and will engage all students in challenging learning opportunities. Through productive struggle, our students will be able to explore, investigate and to develop personal strategies needed to make sense of difficult mathematical content. We believe that students who productively struggle, learn to persevere and to self monitor their growth. At P.S.12 Q, we recognize the need to enhance this initiative to continue to increase student progress in mathematics.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 20 percent decrease in the number of students scoring in the low range of the Go Math! End of the Year Assessment compared to the Beginning of the Year Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional development will be geared towards problem solving in mathematics as well as in questioning and discussion techniques.	Teachers	September 2014- June 2015	Math Coach, CFN Achievement Coaches, PD Committee
Students will be provided with strategies to persevere in problem solving.	Students	September 2014- June 2015	Math Coach, Math Cluster, Classroom Teachers

Parent Engagement opportunities will allow all parents to explore and learn math strategies they can use at home to support their children.	Parents	September 2014- June 2015	Classroom Teachers, Math Cluster, Math Coach, Administration
The employment of a math cluster whose instruction will focus on <i>real-life</i> multi-step problem solving skills.	Students	September 2014- June 2015	Math Cluster
The continued implementation of our After-School Math Program in which students are homogeneously placed based on End of Year Go Math Assessments and the NYS Mathematics Assessment.	Students	October 2014- June 2015	Administration and Teachers
The expansion of our Math Parent Partnership Program (focused towards struggling students) which provides parents with at-home strategies to help their children.	K-2 Parents 3-5 Parents	November 2014- June 2015	Math and Literacy Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Go Math! resources and math manipulatives Math Coach Math Cluster

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
In February 2015, teachers in grades K-5 will administer the Mid Year Go Math! Assessment. Teacher teams will analyze results to monitor students’ progress from September to February. Teacher teams will determine how many of their students have shown progress and work collaboratively to plan for next steps.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Formal and informal observations revealed that students had difficulty articulating their next steps for improvement. Research has shown that students who receive targeted and specific feedback, feel supported and challenged by their teachers. Teachers must offer all students useful, student-friendly advice after the administration of assessments. Feedback must be goal-oriented, tangible, timely, and consistent in order to develop student independence. Teachers who adjust their instruction based on student performance and provide their students with descriptive feedback, achieve positive results. Our students who are empowered to apply this feedback will grow as life-long learners.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that students feel supported and challenged by their teachers, 25 percent of professional development will be geared towards improving teachers’ ability to deliver effective student feedback. Based upon this feedback, 45 percent of students will show an improvement in writing skills from September to June as evidenced by the ReadyGen Performance Based Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional development opportunities will be designed towards planning for coherent instruction by delivering helpful student feedback in order to promote student growth and independence.	Teachers	September 2014- June 2015	Literacy Coaches, CFN Achievement Coaches, PD Committee
Students will be provided with effective feedback based on their monthly Performance Based Assessments.	Students	September 2014- June 2015	Teachers, Literacy Coaches
Literacy Coaches will model one to one lessons on supportive feedback techniques.	Teachers	September 2014-June	Literacy Coaches, Teachers

		2015	
Monthly grade specific literacy goals will be distributed to parents.	Students Parents	September 2014-June 2015	Teachers, Literacy Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional Development Videos from, The Teaching Channel, focusing on Effective Feedback
- ReadyGen Resources/ Performance Based Assessments
- Effective Feedback Resources and Templates
- Monthly Student Writing Goal Tracking Sheets
- Student Friendly Performance Based Assessment Rubrics
- Literacy Coaches

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, at least 20 percent of our professional development opportunities will focus our teachers’ attention to providing effective student feedback. After the administration of the February 2015 Performance Based Assessments, teachers will analyze their PBA tracking sheets to monitor their students’ progress from September to February. Teachers will evaluate how many of their students have shown progress, explore best practices, and plan collaboratively for next steps.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our well-developed 2013-2014 Quality Review focused our attention to the importance of self-monitoring our programs. Our school’s continued success is dependent upon our ability to frequently evaluate and to adjust instructional and organizational decisions. Educators must know how students are performing in relationship to the content standards to inform and to modify future instructional needs. In order to support the expectations of the Common Core Learning Standards and to increase coherence, we must regularly check for meaningful pedagogical practices. We must continue to identify student achievement data to determine if our students are making significant progress.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure the sequencing of the curriculum and to increase coherence across classrooms, 65 percent of teacher team agendas will focus on collaboratively analyzing assessments as well as revising student tasks. This teacher collaboration will create opportunities that challenge students to perform at higher levels so that by June 2015, 85 percent of students will show an increase in their independent reading levels as measured by Running Records.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Monthly teacher team agendas will provide time for teachers to analyze student work and to plan for next steps.	Teachers	September 2014-June 2015	Administration
Teacher teams will benefit from collaboration by sharing best practices and by adjusting instructional decisions based upon the analysis of student work in relationship to Common Core aligned rubrics.	Teachers	September 2014- June 2015	Teachers, Literacy Coaches,

Students will be offered resources and insights that specifically address their individual learning needs. In turn, students will be able to demonstrate their independence through the achievement of on grade level and/or above grade level Assessments.	Students	September 2014-June 2015	Teachers, Literacy Coaches
Parents will receive monthly calendars, newsletters, and invitations to parent workshops to keep them informed on what their children are learning. Additionally, we will continue to actively involve families by communicating at-home achievement strategies.	Parents	September 2014-June 2015	Teachers, Administration, Literacy and Math Coaches, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Teacher’s College Running Records • Monthly Parent Calendars • Monthly Teacher Team Agendas • Literacy Coaches • Parent Coordinator

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
Sixty-five percent of our Teacher Team Agendas will focus on providing time for teachers to collaborate in order to share best practices and to improve upon their instructional decisions. Teachers will analyze their Running Records to monitor their students’ progress from September to February. Teachers will evaluate how many of their students have shown progress, explore best practices, and plan collaboratively for next steps.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to administrative observations, 98% of P.S. 12 Q teachers are rated as *effective*. This school year, school leaders will continue to create a supportive and comfortable environment in order to increase the number of *highly effective* teachers. Our new teacher evaluation and development system, *Advance*, provides teachers with the platform to strengthen and enrich their pedagogy through informative and concrete feedback. Through focused feedback, supervisors will empower teachers to look fairly at their strengths and areas of growth to shift towards *highly effective*. Consistently throughout the year, administrators will support teachers by offering meaningful and significant feedback to move them towards *highly effective*. In turn, *highly effective* teachers will transform and enhance student learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 2 percent increase in the number of *highly effective* teachers as evidenced by the analysis of teacher observations as compared to June 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Administrators will actively participate in specialized training opportunities focusing on promoting professional growth.	Administrators	September 2014- June 2015	Administrators, CFN Achievement Coaches, Talent Coach, Superintendent,

Administrators will meet with all teachers for post observation conferences and provide teachers with targeted feedback that will empower teachers to perfect their pedagogy.	Administration	September 2014- June 2015	Administrators,
Administrators will guide teachers through one on one coaching sessions, inter-visitations, and through the Teacher Leadership Program.	Teachers	September 2014- June 2015	Administrators, Literacy and Math Coaches, Teachers, and the Teacher Leadership Program
Professional development opportunities will focus on meeting the individual needs of teachers as well as teacher teams.	Teachers	September 2014- June 2015	CFN Achievement Coaches, Lead Teachers, Literacy and Math Coaches, PD Committee
Mentors will be assigned to new teachers to provide instructional and social-emotional support.	Teachers	September 2014- June 2015	Administrators and Mentors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Literacy Coaches • Math Coaches • Mentors • Teacher Leadership Program

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
In January, teachers will complete a questionnaire that will allow them to express their thoughts on the feedback and support they have received (year to date) by the administration. The results of this survey will help school leaders to determine if they are on track to meeting our goal.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of our 2013-2014 NYC School Survey indicates that 88 percent of parents feel that we *communicate what they need to do to prepare their children for career and college readiness*. At P.S.12 Q, we believe that it is our responsibility to provide families and students with the inspiration, planning, and academic preparation for success after elementary school. At P.S.12 Q, we must foster a culture that intentionally focuses our community’s attention to the importance of preparing our youngest and oldest students for career and college. Parents, teachers, and administrators can help students to develop the skills and aspirations that lay the foundation for high academic expectations. This year, we plan to provide many educational opportunities for families that will allow them to explore and learn ways to help their children succeed in life.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of 1.0 points for Parent School Culture on the 2014-2015 NYC School Survey (from 95% to 96%).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
School and community events will be designed towards positive parent engagement opportunities by creating a safe environment that honors student diversity and builds upon student strengths.	Teachers	September 2014-June 2015	Literacy and Math Coaches, Teachers, Administration, CFN Achievement Coaches
Teachers and students will use grade specific rubrics to track grade level Common Core aligned expectations.	Students	September 2014- June	Teachers

		2015	
Parent Workshops aligned to the Common Core Learning Standards and Citywide Expectations will be provided to all families.	Parents	September 2014- June 2015	Literacy and Math Coaches, Teachers, Parent Coordinator
Teacher initiated parent workshops and one to one meetings during parent engagement periods will empower parents with at-home strategies.	Parents	September 2014- June 2015	Teachers, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent Resources
- Parent Coordinator
- Math and Literacy Coaches

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February, we will ask parents to complete a school-created questionnaire focusing on this goal. Results from this survey will be analyzed and used to plan our next steps in meeting our goal.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Running Records • ELA State Assessment Results • ReadyGen Performance Based Assessments • Tier I Progress Results 	<p>AIS Teachers</p> <ul style="list-style-type: none"> • Thinking Maps • Strategy Lessons • Guided Reading • Shared Reading • Foundations • Intervention By Design • Leveled Literacy Intervention <p>Wilson Reading</p> <p>After School Program</p> <ul style="list-style-type: none"> • Rally Complex Strategies and Drama • Trade Books • Targeted Reading Program • Guided Reading • Strategy Lessons 	<ul style="list-style-type: none"> • Small Group • One to One • Small Group • Small Groups with 3rd to 5th Graders 	<ul style="list-style-type: none"> • Throughout the School Day • Before School Three Times A Week • After School Once A Week
Mathematics	<ul style="list-style-type: none"> • State Math Assessment Results • Go Math! Assessments • Tier I Progress Results 	<p>AIS Teachers</p> <ul style="list-style-type: none"> • Go Math! RTI • Math In Focus • Hands on Approach using Math Manipulatives 	<ul style="list-style-type: none"> • Small Group • One to One 	<ul style="list-style-type: none"> • Throughout the School Day

		<p>After School Math Program</p> <ul style="list-style-type: none"> • Harcourt CCLS • GO MATH ReTeach • Math Manipulatives <p>SETSS</p> <ul style="list-style-type: none"> • Math In Focus 	<ul style="list-style-type: none"> • Small Group • Small Group 	<ul style="list-style-type: none"> • After School Twice a Week • Throughout the School Day
Science	<ul style="list-style-type: none"> • Tier I Progress Results 	<p>AIS Teachers</p> <ul style="list-style-type: none"> • Guided Reading • Intervention By Design • Info Pairs 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • Throughout the School Day
Social Studies	<ul style="list-style-type: none"> • Tier I Progress Results 	<p>AIS Teachers</p> <ul style="list-style-type: none"> • Guided Reading • Intervention By Design • Info Pairs 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • Throughout the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher/Parent Recommendations 	<ul style="list-style-type: none"> • Project Wisdom • Anxiety Management (10 sessions) • Respect for All Series • The Best Me I Can Be Series • Character Education Workbooks • On Your Way To School Success Workbook 	<ul style="list-style-type: none"> • Small Group • One to One 	<ul style="list-style-type: none"> • Throughout the School Day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

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

- Teachers hired are certified and licensed in their subject area.
- All new teachers hired have dual and/or triple certification.
- A hiring committee is organized to conduct interviews, assess writing samples, and observe demonstration lessons in order to attract highly-qualified teachers.
- Members of PS 12’s Cabinet meet regularly to review, reflect, and revise school based goals and instructional focuses.
- According to our BEDS data, 100% of the teachers at PS 12 Q are highly qualified.

2b. 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).

High quality professional development opportunities are provided throughout the year for all faculty:

- Teachers attend DOE and CFN professional development workshops outside of the school and are scheduled to share this information with their colleagues.
- The PD Committee and the Network Support Specialists provide support throughout the school year by sharing new ideas and strategies.
- Teachers plan for inter-visitations by using the school-wide skills/strategy chart.
- All new teachers are mentored by experienced, tenured teachers and coaches.
- Literacy and Math coaches offer additional support to all teachers.
- K-5, ESL and Cluster Teacher Teams are encouraged through collaboration to examine and revise our current curriculum based on student work analysis.
- Grade level planning days are scheduled for teachers to review and amend their current Units of Study and to design assessments that align to their instruction.
- Additional training is scheduled for AIS, Special Education and ESL teachers.
- Data Specialists support teachers with tools and resources to monitor student progress .

- Math and Literacy coaches design teacher resources to implement and analyze student work that is aligned to the Common Core Learning Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

3b. 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).

Not Applicable

Part 4: SWP Schools Only

4a. 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.).

- School-wide orientation for incoming kindergarten students
- Sharing of readiness expectations with neighboring pre-k
- Open house visit by incoming kindergarten students

4b. 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.

Surveys are distributed throughout the year to obtain feedback and need assessments from teachers. Collected feedback is addressed in the decision making process when planning for professional development opportunities and for determining best practices for assessment measures.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	\$690,607	X	Pgs 10-22, 26-29
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$95,961	X	Pgs 10-17, 20-22,
Title III, Part A	Federal	\$46,696	X	Pgs 10-11, 14-15, 18- 22,
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$6,268,981	X	Pgs 10-17, 20-22,

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.

²The **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

JAMES B. COLGATE, P.S. 12 QUEENS
42-00 72ND STREET
WOODSIDE, NY 11377

Stephanie Moskos
Principal

Susan McGraw
Assistant Principal

Mary Laddomada
Assistant Principal

Jean Romano
Assistant Principal

Educational research shows a positive correlation between effective parental involvement and student achievement. Our parent participation program ensures the active involvement of parents. Therefore, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, P.S. 12 Q is responsible for creating and implementing a parent involvement policy that strengthens the connection and supports student achievement between home and school. Our school's policy is designed to keep parents informed. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and Students with Disabilities. Our school community conducts an annual evaluation of the content and effectiveness of our Parent Involvement Policy. The findings of the evaluation through school surveys and feedback forms are used to design strategies to successfully meet the needs of parents, and enhance the school's Title I program.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement

Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- employ a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator in collaboration with the coaches will provide parent workshops based on the assessed needs of the parents and will work to ensure that our school's environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, NYS Annual School Report Card, School Quality Snapshot, Quality Review Report, NYC School Survey Report;
- host the required Annual Title I Parent Meeting on or before November 21st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their children's academic skills and what parents can do to help;

Our school will continue to encourage school-level parental involvement by:

- holding an annual Title I Parent meeting
- hosting ongoing educational family events/activities
- accommodating meaningful Parent-Teacher Conferences and Meet the Teacher Nights ;
- encouraging significant parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting Family Fun Events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- offering written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

JAMES B. COLGATE, P.S. 12 QUEENS
42-00 72ND STREET
WOODSIDE, NY 11377

Stephanie Moskos
Principal

Susan McGraw
Assistant Principal

Mary Laddomada
Assistant Principal

Jean Romano
Assistant Principal

P.S. 12Q, in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, will continue to endorse a School-Parent Compact to strengthen the home-school partnership in order to support student achievement. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, faculty and students will share responsibility for improved academic success 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:

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

Support home-school relationships and improve communication by:

- conducting frequent parent-teacher meetings 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 of each school year to inform parents of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning and evening ;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities to parents 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 materials regarding performance profiles and student specific assessment results as well as other pertinent individualized 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 members;
- arranging opportunities for parents to receive training to volunteer and participate in their children's classes, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Meet the Teacher Nights, Open School Days and Workshops

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming, respectful environment for parents and families;
- assisting parents in understanding academic achievement standards and assessments, and how to monitor their children'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 focused 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:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete homework and submit all assignments on time;
- show respect for self, other people and property;
- try to resolve disagreements or conflicts peacefully;
- follow the school rules
- take responsibility for actions (personal behavior and ownership over learning)



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 111
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

After School Literacy:

The Title 111 Friday Literacy Program will target ELLs (including stalled ELLs, SWD's and newcomers) in grades 3 -5 reading below grade level through Reader's Theater and through the scaffolding of complex texts. Reader's Theater will engage ELLs by integrating reading, writing, listening, and speaking activities. The program will begin on Friday, November 7th and go through the end of March. The language of instruction will be English. Five certified ESL teachers will be teaching the After School Literacy Program which starts at 2:20 pm and ends at 3:45 pm. There will be five After-School Reading groups, each group will consist of 15 students. In addition to the After School teaching staff, the Program Coordinator is an ESL certified teacher. High quality common core materials from Rally have been purchased for our After School Literacy Program.

Through Reader's Theater ELL's will

- Develop Fluency and Comprehension for a Purpose
- Increase Reading Motivation and Build Confidence
- Role Play with a Purpose by using Total Physical Response and Voice
- Work Collaboratively

Through the scaffolding of grade appropriate complex texts, ELLs will learn to independently break down common core aligned passages through careful and purposeful rereading. Students will be taught to refer back to the text when answering questions using semantic, pictorial, and syntax clues.

After School Math:

Our Wednesday and Thursday Title 111 Math Program will target ELLs (including stalled ELLs, SWD's and newcomers) in grades 3-5 performing significantly below and/or approaching grade level standards in Mathematics. The program will begin on Wednesday, October 29th and go through the end of March. Instruction will be provided in English and will align to our GO MATH Curriculum and will focus on building math fluency and word problem solving skills. Six certified ESL teachers will be teaching the

Part B: Direct Instruction Supplemental Program Information

After School Math Program which starts at 2:20 pm and ends at 3:45 pm. There will be six After School Mathematics groups, each group will consist of 15 students. In addition to the After School teaching staff, the Program Coordinator is an ESL certified teacher. High quality common core materials from Harcourt have been purchased.

In order for our students to obtain higher-order math concepts, we believe that students have to first develop fluency skills. Time will be set-aside on Wednesdays and Thursdays for students to develop fluency in addition and subtraction as well as multiplication and division. Problem solving strategies will include representing abstract relationships through concrete approaches: Drawing Pictures, Looking for Patterns, Guess and Checks, Making Lists, Logical Reasoning, and Working Backwards.

Part C: Professional Development

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

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

Begin description here:

ESL Professional Development will take place every Monday for a minimum of 80 minutes from 2:20 to 3:40 pm during the repurposed time. Teacher Teams will be provided with monthly agendas via the administration to be used as a template to reflect upon as well as improve upon instructional outcomes. ESL teachers regularly communicate ESL strategies to the teaching community at large.

Additionally, a monthly ESL newsletter will focus all teachers' attention to ESL best practices: September: Co-Teaching Approaches, October: Distinguishing Language Acquisition from Learning Disabilities, November: Anticipation-Reaction Guide, December: ESL Barrier Games, January: Four Corners, February: Reciprocal Teaching, March: Question Matrix, April: Activities to Promote Speaking in a Second Language, May: Scaffolding, and June: Wordless Books to Support Emergent Literacy.

Monthly Teacher Team agendas will include: targeting stalled ELLs, using data to differentiate instruction, unpacking grade appropriate texts to develop student independence, and the importance of classroom teacher and ESL teacher collaboration. Additionally, two teachers will participate and turnkey CFN workshops facilitated by Maryann Cucchiara.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 12 fully recognizes the importance of involving our parents in our school community regardless of their English skills, all parents are welcomed in our school. Every Tuesday, during the UFT repurposed time, parents are invited to attend workshops that are geared to student achievement. Workshops have included Math Help, Foundations for Parents, and Family Science Experiments for Application in the Real World.

We use our bilingual staff, the community at large, Maspeth Town Hall, The Big Word Agency, and the DOE's Interpretation and Translation Unit to assist us in effective parent communication during all parent workshops, parent teacher conferences as well as individualized meetings.

In addition to the mandated Parent Choice Meetings, we provide the parents of our students with a series of workshops that support the importance of reading to their children in their native language. These meetings are coordinated through our ESL Teachers and our Parent Coordinator.

Ongoing parent meetings/workshops coordinated by the administration and our Parent Coordinator, introduce our parents to our school's goals and objectives, state standards, curricula and assessments, as well as teaching strategies that support differentiated instruction.

Throughout the year, the school's administration corresponds to parents in small groups or individually. Information is provided in the preferred language of the parents.

Our parent coordinator works cooperatively with the school's administration, our literacy and math coaches to provide workshops for the parents of our students which include Level I Math Partnerships, Book of the Month, and Technology Training.

Additionally, based upon parental requests, our parent coordinator facilitates monthly workshops on nutrition, health, and content area instruction.

Parent Beginner and Advanced English as a Second Language Instruction is delivered via our Parent Coordinator two times per week.

Parents are informed of workshops via flyers disseminated by our Parent Coordinator, coaches and teachers.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Stephanie Moskos	Assistant Principal Jean DiPietro Romano
Coach Georgette Hernandez	Coach Marta Biesaga
ESL Teacher Teresa Vallelonga	Guidance Counselor Ashley Fernandez
Teacher/Subject Area Michelle Hammon/Fourth Grade	Parent Vanessa Ng
Teacher/Subject Area Michelle Galvez/First Grade	Parent Coordinator Virginia Gallagher
Related Service Provider Angela DeCarlo	Other Martha Mahoney/ESL
Network Leader(Only if working with the LAP team) type here	Other Jeffe Matte/ESL

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.	16	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	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 <u>not</u> 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	8	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1194	Total number of ELLs	378	ELLs as share of total student population (%)	31.66%
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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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	26	23												49
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	88	77	50	44	36	34								329
SELECT ONE														0
Total	114	100	50	44	36	34	0	378						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	378	Newcomers (ELLs receiving service 0-3 years)	264	ELL Students with Disabilities	59
SIFE	0	ELLs receiving service 4-6 years	111	Long-Term (completed 6+ years)	3

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	49		3							49
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	215	0	34	111	0	20	3	0	2	329
Total	264	0	37	111	0	20	3	0	2	378
Number of ELLs who have an alternate placement paraprofessional: <u>23</u>										

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	26	23												49
SELECT ONE														0
SELECT ONE														0
TOTAL	26	23	0	49										

*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																
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	46	45	29	15	14	13								162
Chinese	10	9	4	7	3									33
Russian														0
Bengali	13	16	10	5	6	2								52
Urdu	2	1												3
Arabic	2													2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	41	29	7	17	13	19								126
TOTAL	114	100	50	44	36	34	0	378						

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)	37	7	3	5	3	3								58
Intermediate(I)	22	20	11	8	10	12								83
Advanced (A)	55	73	36	31	23	19								237
Total	114	100	50	44	36	34	0	0	0	0	0	0	0	378

NYSESLAT Modality Analysis

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

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	22	5	0	52
4	21	7	1	0	29
5	16	10	3	0	29
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19	5	18	3	8	0	4	0	57
4	15	3	10	1	1	1	2	0	33
5	13	6	6	3	0	4	0	0	32
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	0	0	2	1	15	2	11	2	33
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

*Assessment Breakdown: NYSESLAT Modality Analysis by Grade was not available via the RNMR . NYSESLAT modality analysis conducted for individual ESL Inquiry Students in grades 3-5.

P.S. 12Q uses and has used several assessment tools to assess the early literacy skills of our students. Examples are: ECLAS -2, EPAL, Acuity Interim Assessments, Common Core Aligned Teacher Created Math and Literacy Pre and Post Tasks, and Teacher's College Running Records. During the 2013-2014 school year, we plan to use the new NYC Performance Tasks, the Pearson ReadyGen Literacy Program, GO MATH End of Unit Assessments, Acuity Interim Assessments as well as Teacher's College Running Records to assess the early literacy skills of our ELLs.

We believe that non-ELLs as well as current ELLs should experience identical assessments since we expect all of our students to meet the Common Core Learning Standards. However, we also believe that ELLs should have multiple opportunities to demonstrate their content area knowledge. At times, we administer assessments that may include visuals and/or oral responses. These type of teacher created assessments can be more appropriate for ELLs than standardized testing formats. Consequently, our teachers need further training on how to tailor assessment specifications to include a variety of item and response types suitable for ELLs.

Our assessment data has supported the need to differentiate instruction according to reading level. Although our running records indicate that the majority of our ELLs are approaching grade level standards, our ELLs still experience difficulty in responding to higher order thinking questions. Our ELLs need strategies to build fluency and comprehension in reading, and vocabulary to improve upon their writing skills. Our data also tells us that our 4-6 year ELLs need earlier intervention reading strategies to unpack and to respond to complex texts as well as to decipher multi step math problems.

NYS 2013 ELA results indicate that our ELLs in Grades 3-5, scored 3.4 points greater than District 24 and 4.8 points higher than NYC at large. NYS 2013 Math results indicate that our ELLs in Grades 3-5, scored 3.9 points greater than District 24 and 4.3 points higher than NYC at large. Although disappointing compared to 2012 ELA and Math results, we believe that our ELLs need multiple opportunities to engage in ELA and Math activities that are both cognitively challenging and accessible in order to meet the rigor of the new CC aligned tests. Teacher's must strategically plan lessons with the aim of building students' persistence through questioning and discussion techniques leading students to feelings of empowerment and perseverance.

Our assessment data of literacy skills will continue to drive instruction. Our Balanced Literacy Program in conjunction with our new Pearson ReadyGen Program will continue to offer our students opportunities and strategies to improve upon their skills. Key components to our instructional plan will continue to include: Read Alouds, Shared Reading and Writing Strategies, Explicit and Context Embedded Vocabulary Development, Guided Reading, and Reading Independently in Just Right Books. Our instructional plan includes: Building comprehension through scaffolding strategies and sheltered instruction, increasing academic vocabulary through a context rich curriculum, and writing strategies that focus on conventions as well as the writing process (Prewriting, Drafting and Revising, Editing).

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

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

2013 NYSESLAT Grade K:

25 percent of students scored at the proficient level

58 percent of students scored at the advanced level

17 percent at the beginning/intermediate level

79 percent of our Hispanic students scored at the advanced/proficient level

87 percent of Asian students scored at the advanced/proficient level

The deletion of the picture prompt essay increased the number of students who scored at the proficiency level : 17 in 2012 versus 30 in 2013.

*Oral language proficiency skills in kindergarten indicate the need to focus on listening and speaking as well as reading and writing.

2013 NYSESLAT Grade 1:

42 percent of students scored at the proficiency level

41 percent of students scored at the advanced level

17 percent of students scored at the beginning/intermediate level

78 percent of Hispanic students scored at the advance/proficient levels

88 percent of Asian students scored at the advanced/proficient levels

*First grade results demonstrate the need to provide intensive instruction in reading comprehension and writing strategies.

2013 NYSESLAT Grade 2:

33 percent of students scored at the proficiency level

59 percent of students scored at the advanced level

8 percent of students scored at the beginning/intermediate levels

89 percent of Hispanic students scored at the advanced/proficient levels

93 percent of Asian students scored at the advanced/proficient levels

*Our second graders must be provided with intensive ESL instruction that focuses on reading comprehension and the development of academic vocabulary in order to prepare them for the rigor of grade 3.

2013 NYSESLAT Grade 3:

25 percent of students scored at the proficiency level

47 percent of students scored at the advanced level

28 percent of students scored at the beginning/intermediate levels

83 percent of Hispanic students scored at the advanced/proficient levels

65 percent of Asian students scored at the advanced/proficient levels

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

2013 NYSESLAT Grade 4:

6 percent of students scored at the proficiency level

58 percent of students scored at the advanced level

36 percent of students scored at the beginning/intermediate levels

0 Hispanic students scored at the proficiency level/ 65 percent of Hispanic students scored at the advanced level

15 percent of Asian students scored at the proficiency level/46 percent of Asian students scored at the advanced level

*Present grade 5 students represent our biggest opportunity indicating the need to focus students' attention to close reading of complex texts, citing evidence when responding to higher order thinking questions, and building reading stamina to comprehend longer passages.

2013 NYSESLAT Grade 5:

22 percent of students scored at the proficiency level

56 percent of students scored at the advanced level

22 percent of students scored at the beginning/intermediate levels

100 percent of Hispanic students scored at the advanced/proficient levels

69 percent of Asian students scored at the advanced/proficient levels

*The results indicate the need to focus on instruction on strengthening all four language modalities with an emphasis in writing for our advanced ELLs.

Based upon the examination of the four modalities across proficiency levels and grades, our Language Acquisition Policy (LAP) and instruction must continue to primarily focus on the two modalities of reading and writing in order to enable all ELLs to attain language proficiency to meet and exceed the state and city standards in Literacy, Mathematics, Science, and Social Studies. Our school community is challenged to reflect upon strengthening our ELL instructional practices with a skill level approach (main idea/supporting details, fact/opinion,inferencing/predicting, cause/effect, fluency in basic computation/problem solving).

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](#))

P.S.12Q uses the AMAO Indicator Tool to target stalled ELLs and to affect instructional decisions. Patterns across NYSESLAT modalities indicate the need to improve upon reading and writing strategies versus listening and speaking for the majority of our ELLs.

The 2012 data indicates that 14 out of 334 students have been serviced for more than 5 years. These students are considered at risk and have been provided with multiple services such as our Morning Tutorial, Small Group Instruction, AIS, and Title III After School.

The AMAO Indicator Tool indicates that ELL proficiency levels (AMAO 2) will continue to increase through the year 2017. For the 2012 school year, 77 students or 23 percent of our ELLs achieved English proficiency exceeding the AMAO indicator goal by 10 points.

For the 2012-2013 school year, ESL teachers used the AMAO Tool to target stalled ELLs. As evidenced by teacher team agendas, ESL teachers collaborated and designed 3 sets of tasks aligned to a Common Core aligned rubric. Using AMAO indicators, the 2012 NYSESLAT as well as the BESIS Extension of Services, stalled ELLs were identified and placed into inquiry groups. Stalled ELL Inquiry Groups were serviced during our Morning Tutorial. Thirty-six out of forty-six Stalled ELLs or 78 percent of Stalled ELL Inquiry Group Students met or achieved grade level standards when responding to reading tasks according to a teacher created CC aligned rubric.

The following strategies contributed to our success:

- ESL Teacher Participation in CFN and Citywide PD Workshops i.e. M. Cucchiara Initiatives and ELL Institute for Stalled ELLs
- Focus on the Parts of the Question in order to Formulate a Comprehensive Topic Sentence
- Deconstructing and Reconstructing Activities
- Vocabulary Development through a Sheltered Instructional Approach

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?

For the 2013-2014 school year, our present 5th grade ELLs (last year's 4th grade ELLs) represent our greatest opportunity. For the 2012-2013 school year, grade 4 ELLs did not fair as well as their 3rd and 5th grade counterparts as evidenced by the following statistics:

2013 3rd Grade ELLs in ELA: 9.6% proficiency rates versus 8.6% in the district and 6.9% in the city

2013 4th Grade ELLs in ELA: 3.4% proficiency rates versus 4.6% in the district and 3.6% in the city

2013 5th Grade ELLs in ELA: 10.3% proficiency rates versus 6.6% in the district and 4.0% in the city

2013 3rd Grade ELLs in Math: 19.6% proficiency rates versus 16.7% in the district and 15.8% in the city

2013 4th Grade ELLs in Math: 12.1% proficiency rates versus 15.4% in the district and 14.3% in the city

2013 5th Grade ELLs in Math: 12.5% proficiency rates versus 10.8% in the district and 10.2 % in the city

Although, students in grades 3-5 are provided with the opportunity to take the NYS Mathematics Assessment in their native language, 54 percent (14 out of 26 students) received a Level 1 on the 2013 NYS Mathematics Assessment. Twenty seven percent received a Level 2 (7 out of 26 students) and 19 percent received a Level 3 (5 out of 26 students). The majority of ELLs taking the NYS Math Test respond to the written portion in English and not in their native language indicating that these ELLs are learning the content for the first time and are not usually content literate in their native language.

Although P.S.12 does not use ELL Periodic Assessments, all ELLs in grades 3-5 take the Acuity Interim Assessments. Data culled from these interim assessments is shared with the school at large. Acuity results as well NYC Performance Tasks and running records, will continue to drive instruction.

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](#).)

P.S. 12 makes all decisions about students based upon the analysis of data. Struggling students are identified for Academic Intervention Services based upon years of ESL services, reading levels, end of unit assessments, Writing on Demand Pieces, as well as

scale score grades on state tests.

Through collaboration with our network and our special education assistant principal, all teachers have been provided and will continue to be provided with professional development workshops that focus on the importance of supporting struggling students with high-quality, scientifically based, tiered classroom instruction. In addition, new research-based materials were purchased to service Tier II and Tier III students.

The newly formulated, RTI Team, works with classroom teachers to integrate progress monitoring before students receive supplemental instruction. Students that have not made adequate progress at the Tier I Classroom Level (from 6 to 8 weeks) are provided with intensive instruction through the Academic Intervention Teachers. For the 2012-2013 school year, there was a 47 percent drop in referral rates as evidenced by the following statistics.

- 17 Initial Referrals September 2011 through June 2012
- 9 Initial Referrals September 2012 through June 2013

Although, the new RTI system is at the beginning stages of success, the P.S.12 Q administration strongly believes that targeted and thoughtful instruction is at the core of ELL success.

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

At P.S. 12Q, we are very sensitive to a child's second language development before instructional decisions are made to place the child in a special education setting. We know that all students learn differently and our students are never placed in special education programs based on second language development. Through our newly formatted RTI Team and monthly meetings we monitor student success through tiered interventions. Administrative observations of pedagogy, focus on differentiation of instruction for all learners.

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?

Based upon Parent Surveys, P.S.12Q does not have a dual language program.

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

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

We evaluate the success of our programs as evidenced by the following student achievement data:

For the 2012-2013 school year, 114 students out of 400 students or 29 percent of total ELLs achieved English proficiency on the NYSESLAT which represents an increase of 26 percent versus 2011-2012 English proficiency results.

For the 2012-2013 school year, in ELA proficiency rates, our ELLs out performed the city and district by 3.4 and by 4.8 points respectively. For the 2012-2013 school year, in mathematics proficiency rates, our ELLs out performed the city and district by 3.9 and by 4.3 points respectively.

Over 90 percent of our ELLs achieved a level 3/4 on the 2013 4th Grade NYS Science Assessment.

In ELA 45 percent of our former ELLs achieved a level 3/4 on the 2013 NYS ELA Assessment versus 47 percent of our non-ELLs. In Math 46 percent of our former ELLs achieved a level 3/4 on the 2013 NYS Mathematics Assessment versus 49 percent of our non-ELLs.

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](#).)

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

- Parents of newly enrolled New York City students are greeted by a trained pedagogue and are requested to complete the mandated Home Language Identification Survey (HLIS). Native Language HLIS forms (in high incident languages) are provided to parents in their preferred language. The HLIS aides the school in the identification of ELLs consistent with the Language Allocation Program requirements and Assessment Memorandum #2, 2013-2014.
- Once the HLIS is completed by the parent/guardian, an informal interview takes place in English and in the parent's preferred language. Parents and students are interviewed by a trained pedagogue after the HLIS is completed. Translation services are made available through school personnel or the Department of Education's Translation Unit.
- Potential ELLs are then identified by a trained pedagogue as dictated by the HLIS and the informal interview. A trained pedagogue always conducts the formal interview at the time of registration in order to ensure strict compliance with the ELL identification process.
- Next, ELLs are administered the Language Battery Test (LAB-R) within ten days of enrollment. The LAB-R results determine appropriate placement in Bilingual/ESL Programs, and other school services.

Licensed pedagogues (1 Push-In ESL teacher, 3 AIS teachers, 2 Assistant Principals, 2 Literacy Coaches and 1 Math Coach) are trained in the ELL Identification Process. These pedagogues are scheduled to conduct all interviews.

Seven licensed ESL Teachers trained in the administration of the LAB-R, administer the LAB-R (if deemed necessary) to our newly arrived students. Newly arrived Spanish speaking students who do not meet the proficiency standards in English are administered the LABR in Spanish via 3 bilingual ESL Teachers.

The principal who is also a licensed ESL teacher is responsible for ELL compliance and the identification process. For the 2012-2013 school year, one ESL teacher, Ms. Vallelonga, facilitated the ELL compliance and the identification process. Ms. Vallelonga attended CFN workshops and turnkeyed information to her peers. This year our new assistant principal, Ms. Jean Romano will also be trained on ELL compliance standards. Ms. Romano has attended the April 2013 DOE's Nuts and Bolts Workshop on ELL Compliance. Ms. Romano will be mentored by the principal to further her development.

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.

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

- Public School 12Q continues to meet the needs of our ELL students by ensuring that our parents understand all three program choices (TBE/DL/Freestanding ESL).
- Parents of newly identified students are introduced to the appropriate forms (HLIS and Parent Selection Forms) at the time of registration in the preferred language of the parent.

- One to one and/or flexible group meetings initiate parents to the ELL programs available (TBE/DL/Freestanding ESL) within ten days of registration. Parent meetings are held in the parents' preferred language. Parents view the DOE video in small language groups or during individual meetings. Copies of parent meetings are kept on file.
- Kindergarten parents attend two orientations, one in June and one in late September/early October to review the different programs that are offered. Interpreters assist with translations at these meetings.
- Ongoing meetings orient all parents to new entitlement and continued entitlement. Trained pedagogues, assisted by our Parent Coordinator, conduct these meetings.

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 [\[see tool kit\]](#).)

P.S.12Q ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned in the following ways:

- In August, the Principal analyzes the results of the NYSESLAT. No Longer to be Entitled Letters and Continued to be Entitled Letters bases upon NYSESLAT results are addressed and then distributed to students through our ESL service providers.
- After LABR hand scoring takes place, newly entitled letters are distributed via the ESL providers. According to parental choice, students are placed in the appropriate ESL/Bilingual Programs within ten days of entry into our school.
- Parents are requested to complete the HLIS at the time of registration. Copies of high incident languages are made available along with translators that explain the purpose of the Home Language Interview Survey.
- Parents are asked to return the Program Selection forms after making an informed decision concerning the available programs (B/L, D/L, and Free Standing ESL). We schedule flexible meetings throughout the day so that parents can make informed decisions about available programs. Every year all Parent Survey and Program Selection forms are returned. Our parent coordinator assists in making follow up phone calls when necessary. Bilingual staff members in Bengali, Chinese, and in Spanish help to clarify questions.

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.

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

- Initial placement of identified ELLs is based upon parental choice, LAB-R results, and program availability. Newly arrived students are placed in the appropriate programs within ten days of entry into our school.
- Continued to be Entitled students are placed in appropriate instructional programs according to parental choice at the beginning of every school year based upon yearly NYSESLAT results.
- According to LAB-R and NYSESLAT results, Beginning and Intermediate Language Learners receive 360 minutes of ESL instruction and Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction.
- Ongoing flexible parent meetings are held in the preferred language of the parents to explain the criteria used to place their children in bilingual/ESL programs. Bilingual school personnel, The LIC Agency, and The Big Word Agency serve as interpreters to help educate our parents so that they can make informed choices.
- Entitlement letters based upon LAB-R and NYSESLAT results are distributed to parents . Our communication with our parents always takes place in their preferred language.

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.

- * Every April and once again in early May, the Principal determines which students are eligible to take the NYSESLAT.
- * Eligible students are identified by using the RLER report as well as updated ELL Class Rosters.
- * A team of 2 pedagogues compares the RLER to current ELL Class Roosters to ensure NYSESLAT eligibility.
- * All ELLs (based upon prior NYSESLAT results as well as recent LABR results) in grades K through 5 take the NYSESLAT.
- * The school community at large is held responsible for the administration of the NYSESLAT.
- * A detailed scheduling memo is distributed to all faculty and staff.
- * Grade meetings are held to clarify and to review testing protocols.
- * Parents of ELLs are informed of testing dates in our high incident languages.
- * All city and state testing regulations take place during the administration of the NYSESLAT.

- * All ELLs are scheduled to take all three parts of the NYSESLAT during their literacy blocks.
- * Each grade is scheduled for three consecutive days to ensure that all three parts of the NYSESLAT are administered. Typically, we begin with Listening, then Reading, and finally with Writing as recommended by the State of New York.
- * P.S. 12Q has established an internal check and balance system to make sure that all sections of the NYSESLAT are administered to all current ELLs.

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. [i](#)

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

- * The overwhelming majority of our parents are requesting Free Standing ESL programs. For the 2012-2013 school year, 85 out of 105 Kindergarten parents requested an ESL Program. To ensure that the parents of our students make informed choices, we hold group meetings by language preference in our high incident languages (Bengali, Spanish, and Chinese) throughout the school year.

- * During Kindergarten Registration in March, we screen for parental interest of our Transitional Bilingual Spanish Program. Although P.S.12Q fully understands the value of a bilingual education, each year less parents show interest. The following reasons are cited for less parental interest in our TBE Program:

1. The overwhelming majority of our incoming Spanish speaking Kindergarten students have attended an English Pre-K Program.
2. The parents of our incoming Kindergarten students are not new immigrants and consequently do not want their children in a TBE Program.
3. For the 2013-2014 school year 23 parents agreed to place their children in our TBE Program and 26 parents strongly declined.
4. Detailed information was requested from and provided for those parents who pre-selected/and or declined our TBE Program.
5. During the informal interview process, it was determined that more than half of the 23 incoming TBE students appear to be English dominant and may not be entitled to ESL services (to be determined after LABR administration takes place in September).
6. There were 20 initial parental requests for the TBE Kindergarten Program for the 2011-2012 school year, representing a decrease from 2010-2011 of 23 percent. Of the 20 students, only 16 were entitled to ESL/BL services.
7. Our demographics are changing to a dominant Bengali population. The majority of our Bengali speaking parents request a Free Standing English as a Second Lanuguage Program.

- P.S. 12Q maintains two copies of current Program Selection forms. The original Program Selection Form is placed in the student's Cumulative Record Card and a copy is filed by year of entry in the ESL office. The ELPC screen is updated after parental meetings take place and after Parent Selection Forms are returned.
- P.S. 12 is committed to ensuring that our program models are aligned with parental requests. P.S.12Q fully recognizes the value of a bilingual education and understands the importance of aligning our ELL programs

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. We use two organizational models: Push-In (Co-Teaching/ Pull aside/Parallel Teaching) and Self-Contained. Our self contained ESL classes are taught by licensed common branch/special education teachers with ESL certification.
- b. Our students are grouped heterogeneously by grade and by mixed proficiency levels. Newly proficient former ELLs may be placed in self-contained ESL classrooms to provide them with further support. During small group instruction our students may be grouped homogeneously or by mixed proficiency level depending on student interest as well as student strengths.

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)?

* The organization of our staff ensures that the mandated number of instructional minutes is provided. First, the principal analyzes the data from the NYSESLAT and LAB-R. ESL service providers are then scheduled to push-in based upon student proficiency levels. Classroom teachers with ESL certification are provided with additional ESL Push-In support in Grades 1-5 when possible.

* ESL, NLA and ELA instructional minutes are delivered as per CR Part 154. ESL teachers are responsible for planning lessons in collaboration with the classroom teachers. Lessons reflect current Units of Study along with language objectives. ESL teachers reach our ELLs by using ESL amplification strategies. They tailor the goals of the lesson into comprehensible parts. ESL teachers partner with classroom teachers by modifying teaching objectives to meet their students' needs. As of September 2011, ESL teachers have been trained on how to apply the CCS to their daily lesson plans. ESL teachers use their ESL expertise to facilitate lessons and to enhance learning.

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.

Content area instruction to meet the demands of the CCLS in the Free Standing ESL Program, through the Push-In and Self Contained Model, is delivered in English. We make content comprehensible by using current research based ESL and ELA strategies and methodologies. Content area instruction in our TBE Program is delivered in Spanish and in English according to student

proficiency levels.

- * Consideration and development of fundamental vocabulary
- * Deconstruction and Reconstruction Activities
- * Modeling and charting of teaching objectives
- * New ideas and concepts are contextualized
- * Use of graphic organizers
- * Building of background and prior knowledge
- * Use of visuals, primary source documents and realia
- * Offering our students content area instruction by exposing them to many different sources such as leveled libraries
- * Smart Board Technology in every classroom
- * Assignments that are relevant, meaningful, and engaging
- * Differentiating instruction according to student choice, learning style, and proficiency level
- * Native Language Libraries and Glossaries
- * Native language texts for our TBE Programs

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

- * To formally assess the native language skills of our kindergarten students in our TBE Program, we use a P.S. 12Q Initial Assessment.
- * For bilingual students in grade 1, P.S.12Q uses our native language libraries via teacher created assessments.
- * In addition, P.S.12Q has purchased the Dibbles Program to be used to assess the native language skills of our TBE students.

- * Newcomers in Grades 1-5, are informally assessed through our bilingual staff members.
- * Students are asked to read aloud and to respond to oral questions via grade appropriate native language texts.
- * In addition, Newcomers in Grades 1-5, are administered an informal grade appropriate basic math computation assessment.

- * Parents of newly enrolled ELLs in Grades 1-5 are always encouraged and requested to provide evidence of prior schooling.

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

Throughout the school year, ESL Teachers are expected to plan for coherent instruction by focusing upon all four modalities of language acquisition. ESL Teachers are expected to plan for language objectives as well as content area objectives. Through effective lesson planning, ESL Teachers target and assess their students' Speaking/Listening Skills and Writing/Reading Skills. ELLs are provided with multiple opportunities throughout the school day to practice all four language modalities through whole group and small group questioning and discussion techniques as well as reading and writing within context.

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).

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

- a. Identified SIFE students are provided with AIS in small groups in conjunction with differentiated instruction within the classroom. SIFE students are offered additional services in our Morning Tutorial, and PM Title III Program. Very few if any of our students are identified as SIFE according to the DOE definition. *However, for the 2012-2013 school year, 46 of our students briefly interrupted their education (from

3 to 12 weeks) to visit their native countries. The administration strongly advises these parents against interrupting the education of their children. The pupil accounting secretary maintains records of these students and partners with our Attendance Teacher to follow DOE protocols. The administration of P.S.12 is committed to communicating to parents the importance of not interrupting the education of children during the school year

b. Instruction is differentiated to target our students in the U.S. less than three years. Newcomers participate in individual conferencing sessions and small group strategy lessons throughout the school day. Emphasis is placed on providing grade 3-5 students with effective and specific test taking strategies. Newcomers in grades 3-5 participate in our early morning Newcomer Group where we focus on the acquisition of Basic Interpersonal Skills (BICS) through the building of vocabulary and fluency. Examples of BICS include : asking and answering everyday questions, describing feelings, sharing an event, and making a request. During the school day, instruction is differentiated for our newcomers. Our key focus during the school day for all of our ELLs is the acquisition of Cognitive Academic Language (CALPS) through grade appropriate content. Examples of CALPS include: comparing and contrasting, describing cause and effect, explaining, defining, justifying, sequencing, and predicting.

c. ELLs receiving services from 4 to 6 years are targeted with differentiated reading and writing strategies. They are offered additional support in Wilson Reading, Guided Reading Groups, our Morning Tutorial, and our After School Title III Program. ELLs that participate in our Title III After School Program are grouped homogeneously according to ELA Scale Scores and/or Fontas and Pinnel Running Records. ELLs taking the state ELA and Math assessments in Grades 4 and 5, attended our 2013 Spring Break Non-Fiction Program in partnership with Alley Pond Environmental Center. ELLs in Grades 3-5 attended our 2012 and 2013 Morning Test Preparation Program. ELLs receiving services from 4-6 years are placed in Stalled ELL Inquiry Groups that focus on the acquisition of reading and writing skills.

d. Long Term ELLs are provided with specific/differentiated ELA reading and writing strategies. Reading strategies include finding the main idea, supporting details, fact versus opinion, cause and effect, and using context clues to build comprehension. Writing strategies include prewriting activities, modeling, shared writing, and word walls. Long Term ELLs may be offered AIS, Wilson Reading, a Morning Tutorial Program, and a PM Title III Program.

e. Former ELLs are placed in self-contained classrooms in order to support their development. Self-contained ESL classrooms are serviced by ESL Push-In Teachers so that all current and former ELLs receive the benefit of two teachers during literacy and/or content area instruction. Former ELLs participate in our Morning Tutorial, Test Prep Academy, Non-Fiction Spring Break Academy, and our Title 1 After School Program. Our former ELLs become our top students. We cite the following reasons for their success: We teach language and content together. We integrate instruction thematically. We connect learning to our students' background knowledge. Through the use of multicultural materials, we validate and respect the importance of the native language in the acquisition of English.

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?

ELLs that have been identified with special needs are provided with grade appropriate access to academic content as well as access to grade appropriate English language development. During the school day, ELL-SWDs are given access to the same curricula and materials as do their non-ELL counterparts. ELL-SWDs participate in our Morning Tutorial, Test Prep Academy, Spring Break Non-Fiction Program, and Title III After School Programs. ELL-SWDs are serviced according to their IEPs using a sheltered instructional approach; Language for these students is modified, pacing is regulated, and vocabulary is controlled allowing for increased comprehension.

ELL Students with Disabilities are provided with mandated ESL or bilingual instruction in accordance with their IEPs. We apply student specific ESL methodologies and strategies through a Push-In and/or Team Teaching Model.

LEP SWDs in grades K-2 are taught strategies that focus on the acquisition of all four language modalities. Since the majority of LEP SWDs in grades 3-5, are advanced and or proficient in listening and speaking skills, ESL teachers scaffold literacy development to help our LEP SWDs in reading and writing. ESL teachers target their students' zones' of proximal development by providing authentic assignments that

are slightly more difficult to achieve independently. In turn, ESL teachers offer strategies to their LEP SWDs to become lifelong learners by accelerating English proficiency. All ELLs are taught current strategies to decipher and to respond to complex texts in order to meet the Common Core Learning Standards.

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

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?

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

* All LEP SWDs are provided with their mandated periods of ESL instruction via licensed ESL teachers within the least restrictive environment as is possible. We make every effort to provide our ELL-SWDs with ESL instruction through a Push-In Model. As a rule, students are not pulled out for ESL services.

* ESL teachers support our ELL-SWDs by using grade appropriate materials to teach "word attack" skills. During the school day, we recognize the need to teach our LEP SWDs good decoding skills that break down complex multisyllable words. P.S.12 uses the Wilson and Pearson ReadyGen Phonics Program via our classroom teachers to support the instruction of letter sound relationship.

* Our ELL- SWDs are challenged to develop strategies for acquiring new vocabulary. We use high interest reading materials from our newly purchased non-fiction classroom libraries, Guided Reading Libraries, Focus Books and The Pearson ReadyGen Literacy Program to build upon encoding skills. Our ELL- SWD materials contain a large number of words that our students can understand or derive through the use of context clues which builds self confidence and good reading skills . Understanding words and their meanings is especailly important when reading in the content area. ESL teachers push in during our literacy block as well as during content area instruction in order to focus upon the development of academic language.

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

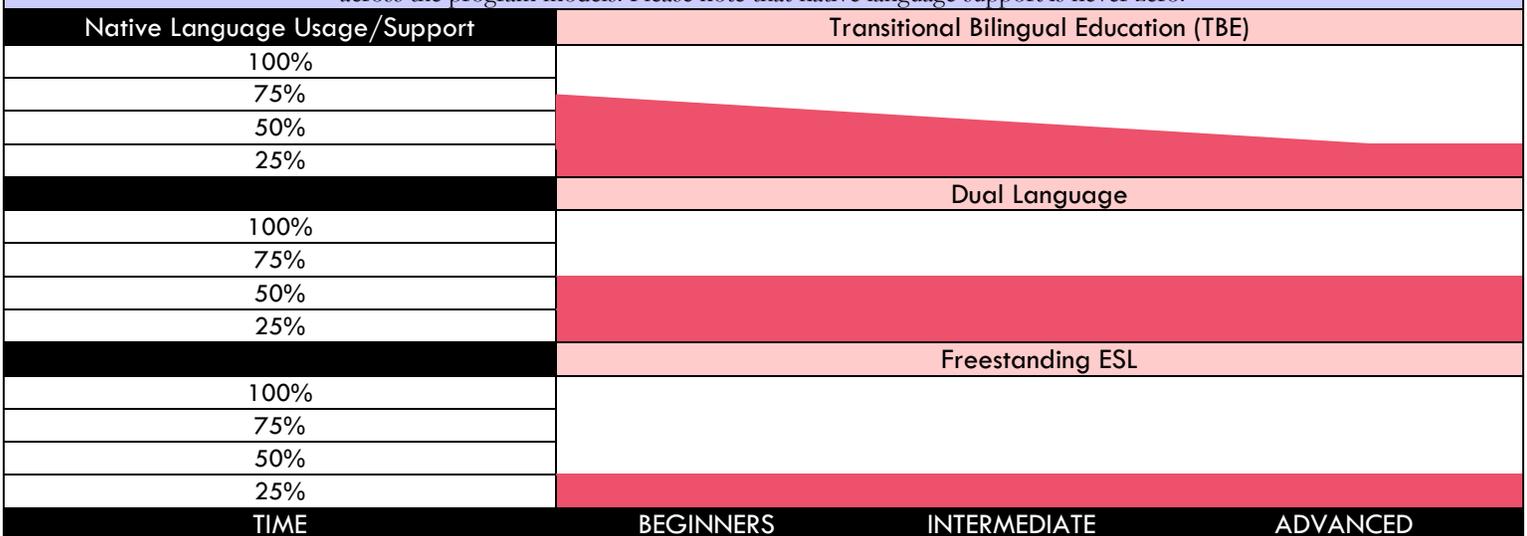
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.

The administration of P.S.12Q strongly believes that the best instruction occurs during the school day through reflective and committed teachers.

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

*Morning Tutorial Program: This program is conducted before the school day 3 times per week, in small groups to support our ELLs and other at risk students in literacy as well as in mathematics. All current ELLs in Grades 1-5 participate in our Morning Tutorial Program.

* After School Title III: This is an after-school program offered to ELLs to Grades 2-5. It addresses the literacy and mathematics needs of those ELLs who took the NYSESLAT and received an advanced score.

* Academic Intervention Services: AIS services are provided during the school day for all ELLs who have been identified as struggling learners. The newly formed RTI Team works with classroom teachers to integrate success monitoring before students receive supplemental instruction. Progress is closely monitored to assess both student learning rates and student performance before decisions are made to increase levels of intervention. New research-based materials were purchased to service Tier II and Tier III students.

* Wilson Reading Program: Provided by four trained instructors, in small groups, during the Morning Tutorial Program. ELLs in Grades 3-5 who are Advanced/ Proficient in Speaking/ Listening and who struggle with decoding, spelling, and fluency participate in the program.

* Stalled ELL Inquiry Teams: ELLs in Grades 3-5 who score a proficient score in Listening/Speaking and a beginning or intermediate or advanced score in Reading/Writing for two or more years are placed in Inquiry Groups. Stalled ELLs are targeted with Reading/Writing strategies that focus upon meeting the CCLS.

* Our intervention programs are conducted in English. We do however provide counseling services in Spanish and in Chinese for our ELLs who struggle academically.

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

Based upon the NYS Mathematics Assessment results, pre-assessment task results and administrative observations, we have identified mathematics as an area that requires our attention. Although last year's work was successful in exposing our teachers to the relationship of the CCLS when compared to the instructional shifts and curricula, we recognize the need to enhance the initiative to increase student progress in mathematics.

Although our ELLs have traditionally done well in mathematics as compared to ELA, last year's results have refocused our attention to ensuring that our ELLs are provided with strategies to persevere in solving complex, multi step problems . Teachers will be targeted with professional development geared towards problem solving as well as language objectives. The addition of two math clusters as well as the expansion of our RTI program to include math, will also help us in improving the effectiveness of our current mathematics program.

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

*We have purchase the CC aligned Pearson ReadyGen Literacy Program and the GO MATH Program for all students beginning in September 2013.

*We are considering partnering with Making Books Sing as an educational consultant for our Title III After School Program.

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

*We will not be discontinuing any programs/services for ELLs.

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

Our ELLs are always afforded equal access to all school programs. ELLs participate in all programs as their English proficient peers. ELLs attend the following programs:

- * Morning Tutorial Program: 37 1/2 minutes 3 days a week in small group settings to target literacy and math skills
- * Wilson Reading Program: For students who are advanced/and or proficient in Listening/Speaking skills but need support in decoding skills
- * Title I and Title III After School Programs: For Grades 2-5, Homogeneously grouped by Fountas and Pinnel Reading Levels/and or by scale scores on NYS ELA and/or Math State Assessments
- * Test Prep Academy: 1/2 hour twice per week for 12 weeks for all students taking the state assessments
- * Spring Break Non-Fiction Academy: For identified students in Grades 4 and 5 geared towards enhancing content area knowledge in science in relationship with the Alley Pond Environmental Group
- * Music Program: Our ELLs participate in our Music Program: Recorder for all Second Graders, 3rd -5th Grade Band, and 5th Grade Chorus
- * Symphony Space (For Grades 2-5) and TADA (For Grades K and 1) : Educational Consultants that integrate music/dance/theater with our Social Studies and Science Curricula.
- * Free Standing After School Programs for all students: Boy Scouts and Maspeth Town Hall

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

A variety of instructional materials are used to support ELL instruction in literacy and in the content areas. All materials are chosen based upon their capacity to provide maximum scaffolding support.

*For the 2013-2014 school year, we will be using the Pearson ReadGen Program for literacy and the GO MATH Program for mathematics. Both programs are aligned to CCLS and are recommended for use by the NYC DOE.

*In addition, we use native language libraries, trade books and programs from several publishers including, but not limited to: Attanasio and Associates, Newbridge, Scholastic, The Wright Group, Scott Foresman and Company, Usborne/Hayes and Heinle.

*In order to facilitate instruction in the Content Areas, teachers utilize an array of free standing manipulatives as well as kits. We obtain these from Lakeshore and Great Source Education Group.

*Lexia and Study Island are two computer programs that assist our ELLs in developing fluency and content area knowledge.

* In addition, all classrooms have been equipped with Smart Board Technology to enhance the language development of our students.

*As of 2013, new computer carts on every floor offer our ELLs easy access to technology.

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

Public School 12Q fully recognizes the importance of native language support in the acquisition of English. Literacy in the native language provides a pathway to literacy in English. Literacy in the home language allows our students to develop stronger reading abilities in English.

Native language support is delivered in the following ways:

Free Standing ESL: Our Free Standing ESL Program has Native Language Support Systems.

* Students are provided with bilingual picture dictionaries in the high incident languages.

* In the upper grades, students are provided with Native Language Content Area Glossaries.

* Students in grades 3-5 are offered the opportunity to take the NYS Math Assessment and 4th Grade Science Assessment in their native language. (These students are screened through our bilingual staff and through parental input.)

* During the 2011-12 school year, we increased our Native Language Support Libraries in grades K-5.

* Newcomers are partnered with an L1 speaking peer

* Multicultural literature through our Book of the Month Program: Examples of recently purchased multicultural literature include: The Sandwich Swap by Queen Rania Alabdullah, The Name Jar by Yangsook Choi, One by Kathryn Otoshi, This Next New Year by Janet S. Wong, and Two of Everything by Lily Toy Hong.

Bilingual Program: Our Bilingual Program has bilingual compenents.

* GO MATH has been purchased in Spanish and in English for our bilingual classes

* Classroom libraries in Spanish

* Dibbles Program

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Required services and resources are aligned to age appropriate and grade appropriate curriculum:
* P.S. 12 uses amplification/scaffolding strategies through high interest trade books for ELLs who struggle to meet grade level standards.
* ESL students are serviced by ESL providers through a Push-In Model that is age and grade appropriate.
* Students that are mandated for Speech, Occupational and Physical Therapy as well as Adaptive Physical Education are serviced in age aligned groups.
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.
P.S. 12 is sensitive to the needs of our newly enrolled ELLs throughout the school year. We begin by making our newly enrolled ELLs feel safe and comfortable. Limited in English students are partnered with other native language students. Bilingual members of our faculty provide support for our new ELLs as needed. Instruction begins immediately through visuals, following direction activities, read alouds, listening center assignments, and through high interest-low level libraries. Non English speaking students in grades 2-5 participate in our Early Morning Newcomer Program.
18. What language electives are offered to ELLs?
There are no language electives offered to our ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Parent Surveys indicate that there is very limited interest in any type of Dual Language Program.

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.

Question Number 1C:

*Staff Development is available through our Principal as well as NYC professional workshops and those provided by our CFN Achievement Coaches.

*Demonstration lessons are facilitated by our CFN Achievement Coaches, Literacy and Math coaches as well as our ESL teachers.

*In-house staff development takes place during Teacher Team Work, Monthly Grade Conferences, Monthly Faculty Conferences as well as classroom lab sites.

*For the first time in the 2012-2013 school year, teacher teams met every Thursday for 37 1/2 minutes to engage in cycles of inquiry to adjust curriculum and instruction based on data analysis. Teacher Team Agendas provided by the Principal focused teacher attention to research based methodologies as well as the Charlotte Danielson Framework for Teacher Effectiveness.

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

*Our formal Inter-Visitation Program encourages our teachers to visit their peers' classrooms and to learn from each other. The Principal maintains a binder of Inter-Visitations offered and attended.

Question Number 2C:

*During the 2012-2013 school year, ESL Teachers participated in a series of several workshops geared towards preparing ELLs to meet the CCLS. Professional Development Workshops included: M .Cuchiarra and Complex Texts, ELL Institute and Strategies for Stalled ELLs, K. Seltzer and Current ESL Trends, CFN Achievement Coaches Demonstration Lessons on Reading and Writing Strategies for ELLs.

Question Number 3C:

-Our Fifth Grade Teachers are provided with PD during the school year through our Literacy and Math Coaches. PD includes strategies for assessing whether or not our students are meeting the Common Core Standards. In addition, our Guidance Counselors meet with the Fifth Grade to provide guidance in adjusting to the middle school experience. In addition, anti-bullying workshops through educational consultants help to prepare are students for middle school.

Question Number 4C:

Our teachers are provided with 7.5 hours (10 hours for Special Education Teachers) of ELL training as evidence by common preparation periods, Thursday 37 1/2 Teacher Team Agendas, Monthly ESL Newletters, staff development days, grade conferences, and faculty conferences.

Examples of Monthly ESL Professional Development Newsletter Agendas for the 2012-2013 school year were as follows:

- * September: Using Clustering to Develop Vocabulary in Context
- * October: Sheltered Instruction in the Content Area
- * November: Sheltered Instruction Best Practices
- * December: Free Voluntary Reading
- * January: Phonics in Language Acquisition
- * February: Best Practices for Writing Success on the NYSESLAT
- * April: The Frayer Model for Vocabulary Development

Future Monthly ESL Newsletter Agendas for the 2013-2014 school year will be as follows: The Role of the Push-In ESL Teacher, Effective Homework Strategies for ELLs, Lesson Plans that Incorporate Language as well as Content Area Objectives, Cloze Activities that Build Vocabulary, Strategies for Newcomers

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?

Questions 1D and 2D:

*P.S. 12 fully recognizes the importance of involving our parents in our school community. We believe that strong parent involvement affirmatively influences student performance. Regardless of their English skills, all parents are welcome in our school. We use our in school bilingual staff, the Big Word Agency, Community Based Asian and Nepali Outreach Centers as well as the DOE's Translation Unit to assist us in parent communication. Our parent involvement program builds feelings of trust, comfort, and cultural significance. Our Parent Coordinator works collaboratively with the school community offering the parents of our students many strategies to strengthen the academic successes of their children.

*During the 2013-2015 school years, we will continue to provide the parents of our students with a series of workshops that support the importance of reading to their children in their native language. Parents of ELLs are invited to attend workshops on enhancing reading comprehension in English through the use of the native language. Parents in small language groups are coached on how to read aloud to their children

* A Target Family Grant (2013) in collaboration with our Parent Coordinator and Librarian invited the parents of our students to learn about the importance of literacy in the home. Through these series of after school workshops, parents and students were given trade books to encourage reading in the home.

*Ongoing parent meetings introduce parents to our ELL programs, the school's goals and objectives, state standards, curricula and assessments, as well as teaching strategies that implement differentiated instruction across the content areas.

*Throughout the school year, the school's administration corresponds to parents in small groups or individually, as well as by phone. Information is provided in different languages along with translated versions of the DOE introductory video.

*During Parent Teacher Conferences, we partner with our free standing after school program, Maspeth Town Hall as well former alumni, school personnel, and The Big Word Agency to assist with translations in order to increase parent involvement in the academic success of their children.

Question 3D:

*P.S. 12Q is fully committed to the rights of parents. Parents have the right to understand and to be involved in the educational decisions concerning their children. P.S.12Q evaluates the needs of parents through effective and respectful communication despite linguistic and cultural differences.

*P.S. 12 evaluates the needs of our parents by using informal surveys. Based upon the requests of our parents, our parent coordinator partners with with our school's administration and coaches to offer parent workshops on the CCLS standards, the new testing formats, content area instruction, safety, nutrition, health, computer instruction, parenting skills and other topics. Parent trips have been scheduled to places throughout the city (museums, The Hall of Science, Alley Pond Environmental Center and a Broadway Show) to tap into the resources that enrich and compliment the curriculum. Our librarian in collaboration with our parent coordinator invites parents to our school library on a weekly basis to encourage literacy in the home. In addition, parent beginner and intermediate ESL instruction is conducted by our parent coordinator two times per week.

Question 4D:

Our parental involvement activities address the needs of parents in many ways:

*School letters are sent home bilingually in the high incident languages and interpreters are always provided to ensure clear communication during one to one and group meetings.

*The language and culture of our students are celebrated and incorporated in our school's curriculum.

*Our students are encouraged to use their native language as a tool for learning. Newly arrived ELLs are partnered with other students that speak the same language. P.S. 12 fully recognizes the value of the first language in the development of English proficiency.

*Our administrators and teachers hold all our students, despite their English proficiency, to high standards and expectations

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.

Paste response to question here:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephanie Moskos	Principal		1/1/01
Jean DiPietro Romano	Assistant Principal		1/1/01
Virginia Gallagher	Parent Coordinator		1/1/01
Teresa Vallelonga	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q012 School Name: James B. Colgate

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

P.S.12Q uses the HLIS, RPOB, RHLA and an internal language tracking form to assess our school's written translation and oral interpretation needs. The administration uses our bilingual faculty members, community outreach centers, the Big Word Agency and the DOE's Translation Unit to translate oral and written parent communication. Teachers submit an internal language tracking form to our school aides to ensure that written communication is copied and sent home in the preferred language. Prior to any verbal communication, parents are asked if they would like an interpreter.

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.

Our findings indicate that our students speak over 35 different languages. Over eighty percent of our students speak another language other than English at home. Out of 212 new (2013) kindergarten students, 175 or 83 percent were LABRed. From the 175 LABRed students, 114 or 65 percent are identified as English Language Learners. Demographically, our population is shifting to 56 percent Asian, representing an increase of 7 points from 2009. In contrast, our Spanish speaking population is decreasing from 43 percent in 2009 to 40 percent in 2013. Our three major languages are Spanish, Bengali, and Chinese. However, over the last three years, our Napali and Tibetan populations have shown growth. Our oral and interpretation needs are communicated to our school community through faculty conferences, School Leadership Team meetings, as well as Parent Association meetings.

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.

P.S.12Q makes every effort to partner with the parents of our students. We provide written translation through the use of school personnel, community outreach personnel, and through the DOE's Translation Unit. Additionally, translated written communication is provided through DOE Units such as the Chancellor's Office and the Office of School Safety. To ensure that our parents receive written communication in their preferred language, P.S.12Q plans ahead to ensure that written communication is translated. Over the summer, our parent coordinator works closely with the principal by sending parent communication memos to the DOE's Translation Unit for completion by school opening.

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.

All parents are provided with the opportunity to communicate through an interpreter. Meetings with parents are always conducted in the preferred language of the parents. School administrators as well as teachers receive training on how to conduct effective meetings through the use of an interpreter. Bilingual school personnel, community outreach personnel, parent volunteers, high school student alumni, as well as The Big Word Agency are utilized to empower the parents of our students to actively participate in their children's academic progress.

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.12Q will fulfill Section VII of the Chancellor's Regulations A-663 by continuing to build upon the home-school partnership by engaging the parents of our students in their preferred language. P.S.12Q will continue to respect and to support the interpretation and translation needs of the parents of our students.

