

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

24Q012

School Name:

P.S. 012 JAMES B. COLGATE

Principal:

STEPHANIE MOSKOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: James B. Colgate School Number (DBN): 24Q012
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
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

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

Borough Field Support Center (BFSC)

Queens North Field
BFSC: Center Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917 225 2020 Fax: 718 391 6152

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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 Arteaga	Member/ Parent	
Mieko Aono	Member/ Parent	
Miho Negrao	Member/ Parent	
Shan Huang	Member/ Parent	
Fatima Elreda	Member/ Parent	
Wai Lee	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Georgette Hernandez	Member/ Teacher/Chairperson	
Deborah Pellegrino	Member/ Teacher	
Barbara Andujar	Member/ Teacher	
Maureen Ciccone	Member/ Teacher	
Fran Kelly	Member/ Teacher	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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, common core aligned pedagogy engages all students in cognitively demanding tasks and provides all students with multiple opportunities to extend and apply their knowledge. Teachers are empowered to plan for challenging and differentiated activities that represent the importance of focused, purposeful and rigorous instruction.

Our well-developed Quality Review and administrative observations indicate that effective pedagogical practices create an environment in which all of our students are expected to learn at high levels. All students are supported with appropriate scaffolds as well as extensions to the curriculum. The P.S. 12Q community actively connects with families to promote a nurturing and inclusive atmosphere that prepares our students to successfully compete in our interconnected, ever evolving world.

P.S.12Q is a high achieving school and is very proud to be among the top New York City elementary schools. Eighty five percent of our students speak a different language other than English and our diversity contributes to our achievements as a school. We believe that our successes should be maximized and that we must regularly reflect upon our missed opportunities. Our internal monitoring systems dictate that in order to prepare our students for career and college readiness we must build their independence and stamina. During the 2015-16 school year, we will look towards amplifying our strengths in mathematics and will continue to modify and perfect our literacy curriculum.

Key Focuses for the 2015-16 School Year:

- The collaborative redesign of the ReadyGen and GO MATH curricula as instructional guides and not as prescriptions in conjunction with newly planned Units of Study 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
- The purposeful adjustment of our reading program through an increased emphasis on Guided and Independent Reading strategies
- The importance of small group instruction through parallel teaching and learning center models based on data garnered from formative and summative assessments addressed to meet all student needs and to monitor learning
- The development of a learning environment where all students feel confident asking and answering questions through the enhancement of questioning and discussion techniques
- The expansion of professional development opportunities for all teachers and teacher teams through increased distributive leadership
- The strengthening of our Parent Engagement Program in order to support student achievement between home and school

24Q012 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1274	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	82.8%	% Attendance Rate		95.9%
% Free Lunch	84.0%	% Reduced Lunch		7.2%
% Limited English Proficient	30.8%	% Students with Disabilities		12.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		0.1%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander		56.2%
% White	2.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	45.1%	Mathematics Performance at levels 3 & 4		61.7%
Science Performance at levels 3 & 4 (4th Grade)	96.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

At P.S. 12 Q, we recognize the importance of amplifying our excellence in mathematics by maximizing our momentum. For two consecutive years, more than 62% of our students achieved a Level 3/4 on the New York State Common Core Aligned Mathematics Assessments and for two sequential years, P.S. 12 Q out performed our district as well as NYC at large.

Although we are proud of our accomplishments in mathematics, as evidenced by our strong results in mathematical achievement and progress, we have identified mathematics as an area that requires our continued attention. We believe *productive struggle* in mathematics is a pivotal component of our continued success and that building student conceptual fluency as well as procedural fluency will further engage all of our students in challenging learning opportunities.

Our results indicate that students who *productively struggle*, learn to persevere and to self monitor their growth. Through *productive struggle*, our students are able to explore, investigate and to develop personal strategies needed to make sense of difficult mathematical content. At P.S.12 Q, we recognize the need to enhance *productive struggle* as a strategy to continue to increase student progress in mathematics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 30 percent decrease in the number of students scoring in the lowest third 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 activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development will be geared towards problem solving in mathematics as well as in questioning and discussion techniques.	Teachers	September 2015-June 2016	Math Coach, PD Committee
Students will be provided with strategies to persevere in problem solving through the enhancement of Differentiated Learning Opportunities such as Parallel Teaching Models as well as Learning Centers .	Students	September 2015-June 2016	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. Additionally, Parent Workshops will be geared towards building mathematical fluency as well as procedural skills at home.	Parents	September 2015-June 2016	Classroom Teachers, Math Cluster, Math Coach, Administrators
Mathematics instruction will focus on real-life multi-step problem solving skills through the continued employment of a math cluster and math coach.	Students	September 2015-June 2016	Math Cluster and Math Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Formal and informal observations reveal that students across all grades continue to have 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. Feedback must be goal-oriented, tangible, timely, and consistent in order to develop student independence and to monitor student understanding.

Although our teachers offer their students useful, student-friendly advice specifically after the administration of writing assessments, we recognize that effective feedback is not consistently embedded into daily instruction. Teachers who adjust their instruction based on student performance and provide their students with descriptive feedback, achieve positive results.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70 percent of students will show an improvement in writing skills from September to June as evidence by the ReadyGen Performance Based Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Multiple professional development opportunities will be designed towards meeting this goal. Professional development will focus on using our literacy curriculum and garnered data to its full potential in order to meet the needs of all students and ensure all students are meeting their grade level standards.	Teachers	September 2015-June 2016	Literacy Coaches, PD Committee
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 grade level and/or above grade level assessments.	Students	September 2015-June 2016	Teachers, Literacy Coaches
Teachers will provide differentiated learning opportunities in order for their students to feel supported and challenged. Teachers will also share at home strategies with parents during Parent Engagement opportunities.	Students, Parents	September 2015-June 2016	Teachers
Literacy Coaches will provide one to one opportunities to demonstrate how to use data to monitor and to plan for coherent instruction. During teacher observations, administrators will collect evidence of student content mastery.	Teachers	September 2015-June 2016	Literacy Coaches, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • ReadyGen Resources/ Performance Based Assessments • Performance Based Assessment Tracking Sheets • Student Friendly Performance Based Assessment Rubrics • Literacy Coaches
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In order to track growth in writing, teachers will analyze opinion-writing samples in November, February and May. By February 2016, 35 percent of students will show an improvement in writing skills from September to February. Teachers will determine how many of their students have shown progress and plan next steps for instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Superintendent visits as well as our well developed on the Quality Review focused our attention to the importance of self-monitoring our programs. Since state tests results are only one measure of our school’s achievements, our continued success is contingent 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 internal student achievement data to determine if our students are making significant progress.

Through teacher team collaboration, we must regularly evaluate the successes as well as the missed opportunities of our ReadyGen Literacy Curriculum. Although the ReadyGen Program focused our attention to providing all students with close reading and evidence based writing strategies, we fully recognize that teacher creativity as well as teacher inspiration are far more important to student achievement. We must adapt our literacy curriculum in order to build student independence in literacy.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherent pacing of curriculum across the grade, 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 in order to perform at higher levels so that by June 2016, 90 percent of students will show an increase in their independent reading levels from September 2015 – June 2016 as measured by Running Records.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Monthly teacher team agendas will provide time for teachers to analyze student work and to plan for next steps.	Teachers	September 2015-June 2016	Administrators
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. Teacher teams will adapt and perfect the ReadyGen Curriculum through the development of Guided/Independent Reading strategies and the implementation of Learning Centers.	Teachers	September 2015-June 2016	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 2015-June 2016	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 2015- June 2016	Teachers, Administrators, Literacy and Math Coaches, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 45 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our 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 empower teachers to look fairly at their strengths and areas of growth to shift towards *highly effective*. Although, the majority of our teachers are very strong in content and pedagogy, observations reveal that Component 3b, Questioning and Discussion, requires our continued attention. Eight percent of component ratings identify Questioning and Discussion as a growth opportunity. Throughout the year, administrators will support teachers by offering meaningful and significant feedback to move them towards *highly effective* in Questioning and Discussion Techniques. In turn, teachers who improve upon their Questioning and Discussion Techniques will transform and enhance student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5 percent increase (from 26% Highly Effective to 31% Highly Effective) in the rating of Component 3b as evidenced by the analysis of teacher observations as compared to June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administrators will actively participate in specialized training opportunities focusing on promoting professional growth.	Administration	September 2015-June 2016	Administrators, 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 2015-June 2016	Administrators
Administrators will guide teachers through one on one coaching sessions, inter-visitations, and the expansion of our Teacher Leadership Program.	Teachers	September 2015-June 2016	Administrators, Literacy and Math Coaches, Teachers and The Teacher Leadership Program
Parent meetings will keep parents informed on the progress of our school goals, mandated requirements and new school initiatives.	Parents	September 2015-June 2016	Administrators, Parents Association, SLT Members, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 inquiry will help school leaders to determine if they are on track to meeting our goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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 continue to foster a culture that intentionally focuses our community’s attention to the importance of preparing our youngest and oldest students for career and college. By keeping families informed, parents can help students to develop the skills and aspirations that lay the foundation for high academic expectations. Although our Parent Engagement Opportunities have been well received and attended, we recognize that we must continue to provide many more educational opportunities for families that will allow them to explore and learn ways to help their children succeed in life.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5 % increase in the number of parents who indicate that they are kept informed about what their children are learning in school as measured by a beginning of the year Parent Survey versus an end of year Parent Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Each Teacher Team will provide 4 Family Workshops geared towards student achievement across content areas.	Parents	September 2015-June 2016	Teachers
School events will be designed towards positive parent engagement opportunities by creating a learning environment that honors student diversity and builds upon student strengths. (Parent Teacher Conferences, Open School Nights, STEM Nights)	Parents, Students	September 2015-June 2016	Teachers, Literacy and Math Coaches, Parent Coordinator, Administrators
Monthly "What's Happening At PS 12Q?" calendars will keep parents informed on what their children will be learning in all content areas.	Parents	September 2015-June 2016	Literacy and Math Coaches, Teachers
Parent Workshops aligned to the Common Core Learning Standards will empower parents with at home strategies.	Parents	September 2015-June 2016	Literacy and Math Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Literacy Coaches • Math Coach • Parent Coordinator • Teacher Team Agendas • Parent Engagement Tuesdays
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February, parents will be asked 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 this goal.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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 	AIS Teachers and Coaches <ul style="list-style-type: none"> • Thinking Maps • Strategy Lessons • Guided Reading • Foundations • Intervention by Design • Leveled Literacy Intervention Wilson Reading After School Program <ul style="list-style-type: none"> • Targeted Reading Program • Guided Reading • Strategy Lessons 	<ul style="list-style-type: none"> • Small Groups • One to One • Small Group • Small Groups with 3rd to 5th Graders 	<ul style="list-style-type: none"> • Throughout the School Day • Before School • After School
Mathematics	<ul style="list-style-type: none"> • State Math Assessment Results • Go Math! Assessments • Tier I Progress Results 	AIS Teachers <ul style="list-style-type: none"> • Go Math! RTI • Math In Focus • Hands on Approach using Math Materials Afterschool Math Program	<ul style="list-style-type: none"> • Small Group • One to One • Small Group • Small Group 	<ul style="list-style-type: none"> • Throughout the School Day • After School • Throughout the School Day

		<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 		
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 • 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 section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
<p>At PS 12, we attract and retain highly qualified teachers by reinforcing our school's mission and goals:</p> <ul style="list-style-type: none"> • 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>High quality professional development opportunities are provided throughout the year for all faculty:</p> <ul style="list-style-type: none"> • Teachers attend DOE professional development workshops outside of the school and are scheduled to share this information with their colleagues. • The PD Committee and our teacher teams 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, English as a New Language (ENL) and Cluster Teacher Teams collaboratively 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 ENL 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.

The PD Committee meets monthly to discuss and plan professional development opportunities based on teacher needs.

The Consultation Committee meets monthly with administration to discuss areas of concern and next steps.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	666,593.00	X	Sections 4, 5 A-E and 7
Title II, Part A	Federal	96,689.00	X	Sections 4 and 7
Title III, Part A	Federal	44,376.00	X	Sections 5 A-D and 7
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,537,736.00	X	Sections 4 and 5 A-E

¹Explanation/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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 Susan McGraw Mary Laddomada Jean Romano

Principal Assistant Principal Assistant Principal Assistant Principal

Educational research shows a positive correlation between effective parental involvement and student achievement. Our parent 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 workshops 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 Learning 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 (SPC) Template

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 with all members of the school community;

- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- 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:

- o Schoolwork

- o Homework

- o Attendance

- o 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)

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>111</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

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 After School Math Program which stars 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

Part C: Professional Development

- 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 templete 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

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 manadated 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

Part D: Parental Engagement Activities

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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Stephanie Mokos	Assistant Principal Jean DiPietro-Romano
Coach Debbie Pellegrino	Coach Georgette Hernandez
ENL (English as a New Language)/Bilingual Teacher Astrid Murillo/ Bilingual	School Counselor Roxanna Rivas
Teacher/Subject Area Kaitlin Doria/ Fourth Grade	Parent Vanessa Medina
Teacher/Subject Area Jessica Soto/ Fifth Grade	Parent Coordinator Virginia Gallagher
Related-Service Provider Angela DeCarlo	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Lawrence Pedergast

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	19	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	12
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1297	Total number of ELLs	385	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	28	27	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	385	Newcomers (ELLs receiving service 0-3 years)	188	ELL Students with Disabilities	57
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	87	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	55	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	187	0	38	86	0	19	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 27

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	28	27	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	28	17	24	17	14	11								0
Chinese	6	6	2	4	2	1								0
Russian	0	0	0	0	0	0								0
Bengali	32	15	11	6	4	12								0
Urdu	0	4	0	3	0	0								0
Arabic	0	2	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	2	1	1	0								0
Punjabi	1	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	43	16	13	10	9	13								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	31	12	4	9	4	8								0
Emerging (Low Intermediate)	57	19	11	11	11	5								0
Transitioning (High Intermediate)	0	0	0	0	0	0								0
Expanding (Advanced)	50	68	42	23	13	23								0
Commanding (Proficient)	52	33	39	18	16	17								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	3	2	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		33	39	18	16	17								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	5	1	0	0
4	16	7	0	0	0
5	16	12	2	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11		6		4		0		0
4	9		11		3		3		0
5	15		16		5		1		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		2		16		19		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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 are more appropriate for ELLs than standardized testing formats. Consequently, our teacher teams need to collaborate to tailor assessments 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 ours 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.

The Pearson ReadyGen Program along with guided reading will continue to offer our students multiple opportunities and strategies to improve upon their reading comprehension. Key components to our instructional plan will 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).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

2014 NYSITELL Grade K:
 27 percent of students scored at the Commanding Level (Proficient)
 26 percent of students scored at the Expanding Level (Advanced)

47 percent at the Emerging and Intermediate Level (Beginning and Intermediate)

2014 NYSESLAT Grade 1

25 percent of students scored at the Commanding Level (Proficient)

52 percent of students scored at the Expanding Level(Advanced)

23 percent at the Emerging and Intermediate Level (Beginning and Intermediate)

2014 NYSESLAT Grade 2

41 percent of students scored at the Commanding Level (Proficient)

43 percent of students scored at the Expanding Level(Advanced)

16 percent at the Emerging and Intermediate Level (Beginning and Intermediate)

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

2014 NYSESLAT Grade 3:

30 percent of students scored at the CommandingLevel (Proficient)

37 percent of students scored at the Expanding Level (Advanced)

33 percent at the Emerging and Intermediate Level (Beginning and Intermediate)

*There is a need to focus on third grade intermediate/advanced students and provide them with intensive ENL 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.

2014 NYSESLAT Grade 4:

36 percent of students scored at the Commanding Level (Proficient)

30 percent of students scored at the Expanding Level(Advanced)

34 percent at the Emerging and Intermediate Level (Beginning and Intermediate)

*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.

2014 NYSESLAT Grade 5:

32 percent of students scored at the Commanding Level (Proficiency)

43 percent of students scored at the Expanding Level (Advanced)

25 percent of students scored at the beginning/intermediate 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.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based upon the examination of the four modalities across proficiency levels and grades, ELL instruction must continue to primarily focus on the two modalities of reading and writing as well as expand to focus on listening and speaking so that all ELLs attain language proficiency in order 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).

The 2013 data indicates that 7 out of 328 students have been serviced for more than 5 years. These students are considered at risk and have been provided with multiple services such as Small Group Instruction, Tutoring, AIS, and Title III After School.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

P.S. 12Q does not use ELL periodic assessments. Our ELLs are held to the same high expectations as our non-ELLs and take the same End of Unit Assessments just like their non-ELL peers.

Native language accommodations during state testing periods indicate that the overwhelming majority of our ELLs do not have native language content specific vocabulary. Consequently, our ELLs prefer to write their responses in English during state testing periods.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 ENL services, reading levels, end of unit assessments, Writing on Demand Pieces, as well as scale score grades on state tests.

Through collaboration with our RTI Team 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, research-based materials were purchased to service Tier II and Tier III students.

The 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.

There were 33 Initial Referrals September 2013 through June 2014

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 student's new 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 the RTI Team and monthly meetings we monitor student success through tiered interventions. Administrative observations of pedagogy, focus on engaging all learners as well as differentiation of instruction for ELLs. Professional development workshops are facilitated to highlight the differences between language acquisition and a learning disability.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other 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).
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 2013-2014 school year, 150 students achieved English proficiency on the NYSESLAT which represents an increase of 32% percent versus 2012-2013 English proficiency results.

Over 88 percent of our ELLs achieved a level 3/4 on the 2014 4th Grade NYS Science Assessment.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 English Language Learner Policy and Reference Guide 2015-2016.
- 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 indicated 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 NYSITELL within ten days of enrollment. The NYSITELL results determine appropriate placement in Bilingual/ENL Programs, and other school services.

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

Eight licensed ENL Teachers trained in the administration of the NYSITELL, administer the NYSITELL (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 4 bilingual ENL Teachers.

The principal who is also a licensed ENL teacher is responsible for ELL compliance and the identification process. For the 2013-2014 school year, Ms. Romano, our assistant principal, facilitated the ELL compliance and the identification process. Ms. Romano attended CFN workshops and turnkeyed information. Ms. Romano will be mentored by the principal to further her development.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process as outlined below:

1. Administer the oral interview questionnaire by a licensed ENL Teacher and an administrator
2. For those students who have a home language of Arabic, Bengali, Chinese, or Spanish, administer the Literacy Evaluation for Newcomer SIFEs (LENS)
3. The initial SIFE status will be indicated on the BNDC system no later than 30 days from the initial enrollment
4. As per CR Part 154, the school will have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year
5. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The school will administer the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services will be used through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages when in house translation is not available.

Placement into the ELL program chosen by the parent will be completed within 20 school days for the students entering with IEPs.

NYSITELL eligibility for students entering school with IEPs will be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The assistant of special education
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures will be used for initial entry into DOE schools or reentry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including, but not limited to the following:

- *The student's history of language use in the school and home or community.
- *The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language.
- *Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation will be sent to the superintendent or the superintendent's designee for a final decision.

Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision will be made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation.

If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian.

The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

P .S.12Q ensures that entitlement letters and non-entitlement parent notification letters are distributed in both English and the home language indicated on the HLIS, within five school days after the NYSITELL is scanned and score is determined in the following ways: After NYSITELL hand scoring and scanning takes place, within the first ten days of entrance to the school, newly entitled letters are distributed via the ENL providers in both English and the home language indicated on the HLIS.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The parents are notified of this option during the parent orientation meeting as well as during the interview process. They are also notified, at this time, their right to appeal the ELL status of their child. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian

- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL). Parents are contacted by our guidance department if a TBE program becomes available.
- 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 ENL) 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. The bilingual program is the default program when parent surveys are not returned.
- 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.

The Parent coordinator is responsible for parent outreach in the event a program becomes available to accommodate parent request.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 ENL service providers.
- After NYSITELL hand scoring takes place, newly entitled letters are distributed via the ENL providers. According to parental choice, students are placed in the appropriate ENL/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 and guidance counselors assist us in making follow up phone calls when necessary. Bilingual staff members in Bengali, Chinese, and in Spanish help to clarify questions.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our Parent Survey and Parent Selection Forms are always returned since we make ourselves available to all parents through flexible scheduling. In the event that Parent Surveys and Parent Selection forms are not returned, we make follow up phone calls. The parent coordinator, ENL team, para professionals and the guidance team place the follow up phone calls in English as well as the home language indicated on the HLIS form.
9. Describe how your school ensures that placement parent notification letters are distributed. We ensure that placement parent notification letters are distributed through an internal tracking system via our ENL providers, parent coordinator and administration. All letters are in both English and the home language indicated on the HLIS form.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

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 ENL office. The teachers of English Language Learners, ENL team and administration have access to the documentation located in the ENL office. There is also access through the student's cumulative record.

The ELPC screen is updated after parental meetings take place and after Parent Selection Forms are returned.

11. 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 Assistant 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 Rosters to ensure NYSESLAT eligibility.
 - * All ELLs (based upon prior NYSESLAT as well as NYSITELL 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 days of the newly common core aligned NYSESLAT during their literacy blocks.
 - * Each grade is scheduled for three consecutive days to ensure that all three parts of the NYSESLAT are administered.
 - * 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. P.S. 12Q ensures that continued entitlement and transitional support parent notification letters are distributed via an internal check and balance system in both English and the home language indicated on the HLIS. This internal check is completed by the ENL team as well as by the administration. We use highlighted rosters to aide us in the process.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 ENL programs. For the 2013-2014 school year, 28 out of 111 Kindergarten parents requested an ENL 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 many do not want their children in a TBE Program.
3. For the 2013-2014 school year 26 parents agreed to place their children in our TBE Program and over 30 parents strongly declined.
4. Detailed information was requested from and provided for those parents who pre-selected/and or declined our TBE Program.

5. There were 26 initial parental requests for the TBE Kindergarten Program for the 2013-2014 school year. Of the 20 students, only were entitled to ENL/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 New Lanuagage Program.
- P.S.12Q offers two of the three programs available for parent choice, the Transitional Bilingual Education Program and the Freestanding ENL Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

We use two organizational models: Push-In (Co-Teaching/ Pull aside/Parallel Teaching) and Self-Contained. Our self contained ENL classes are taught by licensed common branch and/or special education teachers with ENL certification. Our students are grouped heterogeneously by grade and by mixed proficiency levels and are taught through the stand alone model and integrated model as described in the CR Part 154 Requirements for English as a New Language, Grades K-8. Newly proficient former ELLS will be placed in self-contained ENL classrooms to provide them with further support. Second year proficient students will be placed in ENL classes as well. During small group instruction our students may be grouped homogeneously or by mixed proficiency level depending on student interest as well as student strengths.

In our English as a New Language (ENL) self-contained classrooms, the Stand-alone model students are grouped according to their ENL level. ENL instruction is 1 unit of study in ENL/ELA intergrated (180 min each unit). The Emerging students instructional time begins with 2 units of study per week (360 mins). Stand Alone ENL instruction which includes .5 unit of study in ENL (90 min), Intergrated ENL consists of 1 unit of study in ENL/ELA (90 min) and Flexibility .5 unit of study can be Stand-Alone ENL or Integrated ENL/Content Area (90 min). A Transitioning student includes 1 unit of study per week (180 mins) .5 unit of study in ENL/ELA (90 mins) .5 unit of study Stand-Alone ENL or Intergrated ENL/Content Area (90 min). An Expanding student consists of 1 unit of study per week (180 min) in ENL/ELA or other Content Areas (Science or Social Studies). Commanding (former ENLS) will receive .5 unit of study per week of integrated ENL in ELA or Content Area. Currently, ReadyGen is our ELA program, GoMath is our Math program and both are used for ntergrated ENL instructional time.
 - b. TBE program. *If applicable.*

Our TBE classes are taught by licensed bilingually certified teachers. At the beginning/entering level TBE students receive 75% of instruction in Spanish and 24% in English. As a student's English proficiency increases (according to running record levels), more of the instructional day is spent learning in English. Additionally, at the entering/emerging levels, two content area subjects are taught in the home language. Integrated into our bilingual classes is a home language arts component crafted to develop skills in the four modalities of language acquisition.
 - c. DL program. *If applicable.*

Not Applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P.S. 12Q strictly adheres to ENL, ELA, and HLA instructional minutes as specified by Part 154. The content areas taught during the required minutes for Advanced/ Expanding and Proficient/ Commanding students include Social Studies, Math and Science.

Our school ensures the mandated number of instructional minutes for each program model as follows: In both our Transitional Bilingual programs and English as a New Language programs teacher instruction for ENL and Bilingual students begins with 2 units of study per week (360 min)for an Entering student. This includes 1 unit of study in ENL Stand-Alone ENL instruction and 1 unit of study in ENL/ELA intergrated (180 min each unit). For an Emerging student instructional time begins with 2 units of study per week (360 mins). Stand Alone ENL instruction which includes .5 unit of study in ENL (90 min), Intergrated ENL consists of 1 unit of study in ENL/ELA (90 min) and

Flexibility .5 unit of study can be Stand-Alone ENL or Integrated ENL/Content Area (90 min). A Transitioning student which includes 1 unit of study per week (180 mins) .5 unit of study in ENL/ELA (90 mins) .5 unit of study Stand-Alone ENL or Intergrated ENL/Content Area (90 min). An Expanding student consists of 1 unit of study per week (180 min) in ENL/ELA or other Content Areas (Science or Social Studies). Commanding (former ENLs) will receive .5 unit of study per week of integrated ENL in ELA or Content Area.

3. Describe how core content is delivered in each program model. 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.

Core 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 ENL and ELA strategies and methodologies. Content area instruction, ELA, Math, Science, Social Studies in our TBE Program is delivered in Spanish and in English according to student proficiency levels daily.

- * 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 as well as Thinking Maps
- * 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 in all content areas: Social studies, Math and Science

- * Native language texts for our TBE Programs in all content areas: Social studies, Math and Science

4. How do you ensure that ELLs are appropriately evaluated in their home 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, ENL Teachers are expected to plan for coherent instruction by focusing upon all four modalities of language acquisition. ENL Teachers are expected to plan for language objectives as well as content area objectives. Through effective lesson planning, ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 through our AM and PM Title III Program. Very few if any of our students are identified as SIFE according to the DOE definition. 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 complex text strategies. Newcomers in grades 3-5 participate in small group strategy lessons 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 AM 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 in Grades 3-5 attended our 2014 and 2015 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, an AM and a PM Title III Program.

e. Former ELLs are placed in self-contained classrooms in order to support their development. Self-contained ENL classrooms are serviced by ENL 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 Test Prep Academy and our Title III 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. Paste response to questions here:

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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. Before and After School, ELL-SWDs participate in our Early Morning Test Prep Academy, Poetry and Chess Academy and Title III After School Literacy/Mathematics 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 ENL or bilingual instruction in accordance with their IEPs. We

apply student specific ENL 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, ENL teachers scaffold literacy development to help our LEP SWDs in reading and writing. ENL teachers target their students' zones' of proximal development by providing authentic assignments that are slightly more difficult to achieve independently. In turn, ENL 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 ENL 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. Common Core aligned guided reading libraries as well as intervention kits help to support the literacy needs of our SWDs. ENL teachers amplify the curriculum set forth by the city of New York to meet the needs of our LEP SWDs.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL instruction via licensed ENL teachers within the least restrictive environment as is possible. We make every effort to provide our ELL-SWDs with ENL instruction through a Push-In Model. As a rule, students are not pulled out for ENL services.
- * ENL 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 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. ENL 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 ENL 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

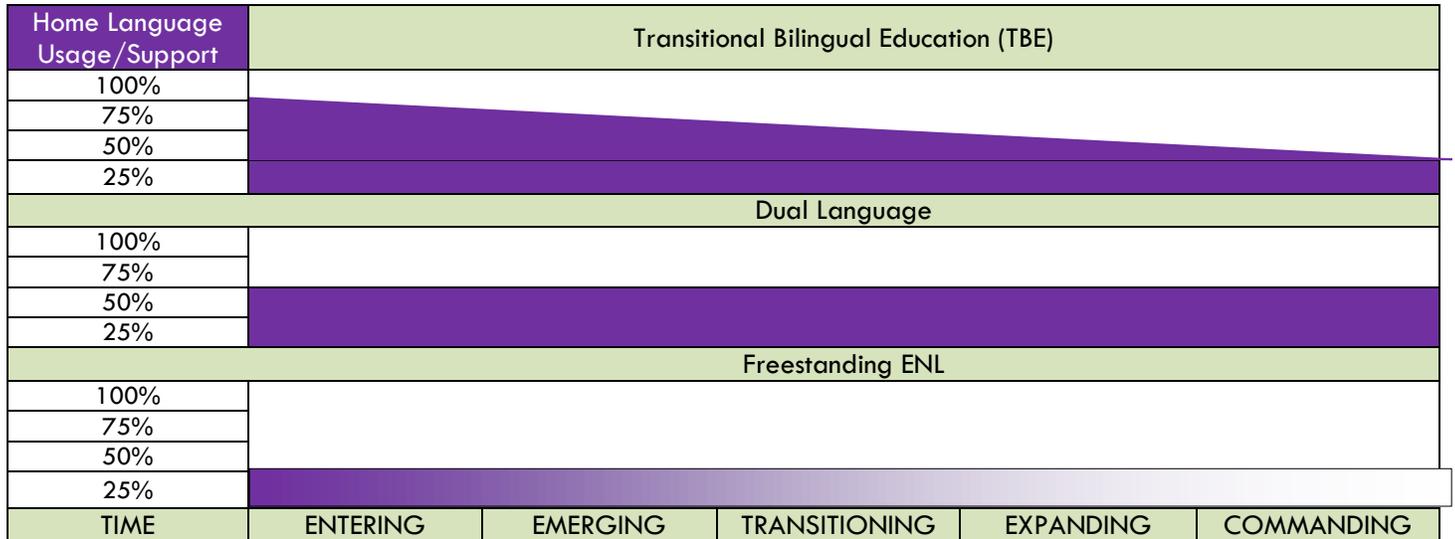


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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:

* After School Title III: This is an after-school program offered to ELLs to Grades 3-5. 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 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. Research-based materials were purchased to service Tier II and Tier III students.

* Wilson Reading Program: Provided by five trained instructors, in small groups. 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.

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

P.S. 12 Q is a high achieving school and out performs the district and the city on state wide common core assessments. We believe that our ELL Programs are meaningful and provide our students with the best education possible. We regularly evaluate our successes and work towards maximizing our missed opportunities. We believe significant progress is being made in respect to meeting the common core learning standards as evidenced by the following statistics:

ELA:

- In 2014, 57 ELL students or 53% of ELL students in grades 3-5 achieved a Level 2-4 on the NYS ELA Assessment
- In 2013, 44 ELL students or 40% of ELL students in grades 3-5 achieved a Level 2-4 on the NYS ELA Assessment
- This represents an increase of 13% of ELL students achieving a Level 2-4 on the NYS ELA

Math:

- In 2014, 92 ELL students or 72% of ELL students in grades 3-5 achieved a Level 2-4 on the NYS Mathematics Assessment
- In 2013, 60 ELL students or 49% of ELL students in grades 3-5 achieved a Level 2-4 on the NYS Mathematics Assessment
- This represents an increase of 23% of ELL students achieving a Level 2-4 on the NYS Mathematics Assessment

Additionally evidence of our success is as follows:

2014 Analysis of ELA and Math Versus the District

ELA Percent of Level 3/4s District 24 Versus P.S.12

Grade	District 24 TY		District 24 LY		P.S.12 TY %		P.S. 12 LY %	
3rd	31.4	29.9	54.3	42.7				
4th	31.5	28.3	39.7	31.8				
5th	29.7	31.6	41.3	46.1				
Total	30.5 (includes 3rd-8th)		29.0 (includes 3rd -8th)		45.3		40.3	

ELA Comments:

- 22.9 pts better than the District in Grade 3 in 3/4s
- 8.2 pts better than the District in Grade 4 in 3/4s
- 11.6 pts. better than the District in Grade 5 in 3/4s
- Overall 14.8 pts better than the District in 3/4s

MATH Percent of Level 3/4s District 24 Versus P.S.12

Grade	District 24 TY	District 24 LY	P.S.12 TY %	P.S. 12 LY %
3rd	43.5	37.5	65.8	41.9
4th	44.2	40.2	56.2	43.4
5th	43.2	34.0	63.8	42.7
Total	40.1 (includes 3rd-8th)	34.6 (includes 3rd -8th)	62.0	42.6

Comments:

- 22.3 pts. better than the District in Grade 3 in 3/4s
- 12 pts. better than the District in Grade 4 in 3/4s
- 20.6 pts. better than the District in Grade 5 in 3/4s
- Overall 21.9 pts. better than the District in 3/4s

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

During the 2015-16 school year, we will continue to perfect the Parallel Teaching Model during ENL Push-In periods.

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

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

14. 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:

- * Wilson Reading Program: For students who are advanced/and or proficient in Listening/Speaking skills but need support in decoding skills
- * Title III Before and 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
- *Title III Poetry Program for ELLs in grades 2-5
- * Early Morning Chess Program for ELLs in grade 5
- * Test Prep Academy: 1/2 hour twice per week for 12 weeks for all students taking the state assessments
- * 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) : Arts in Residency Programs/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

15. What instructional materials, including technology, are used to support ELLs? Include core 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 2014-2015 school year, we used 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.
- *MyOn, A-Z Reading and Reading Eggs are three software 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.
- *Computer carts on every floor offer our ELLs easy access to technology.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Public School 12Q fully recognizes the importance of home 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.

Home language support is delivered in the following ways:

Free Standing ENL: Our Free Standing ENL Program has Home Language Support Systems.

- * Students are provided with bilingual picture dictionaries in the high incident languages.
- * In the upper grades, identified students are provided with Home 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 2013-14 school year, we increased our Home Language Support Libraries in grades K-5.
- * Multicultural literature through our Book of the Month Program.

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

17. Explain how the school ensures all required services/resources support and 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 ENL 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

There are no language electives offered to our ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home 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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - *Staff Development is available through our ENL teachers, the PD committee as well as NYC professional workshops
 - *Demonstration lessons are facilitated by our Literacy and Math coaches as well as our ENL teachers.
 - *In-house staff development takes place during Teacher Team Work, PD Mondays, Inter-Visitation Program as well as classroom lab sites.
 - *Teacher teams meet every Monday to engage in cycles of inquiry to adjust curriculum and instruction based on data analysis.
 - *Pre-planned Teacher Team Agendas focus teacher attention to research based methodologies as well as the Charlotte Danielson Framework for Teacher Effectiveness.
 - *ENL teachers meet as a teacher team to plan for inquiry based objectives and to discuss best practices. Additionally, the ENL Teacher Team shares out strategies throughout the school year through monthly newsletters and workshops.
 - *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.

The above describe professional development plan is inclusive of all staff including but not exclusive to; paraprofessionals, guidance counselors, parent coordinator, and speech therapists
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 - *During the 2013-2015 school year, ENL Teachers participated in a series of several workshops geared towards preparing ELLs to meet the CCLS. Professional Development Workshops included: M .Cuchiarrá and Complex Texts, ELL Institute and Strategies for Stalled ELLs, K. Seltzer and Current ENL Trends, CFN Achievement Coaches Demonstration Lessons on Reading and Writing Strategies for ELLs.
 - Examples of Monthly ESL Professional Development Newsletter Agendas for the 2013-2015 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 2013-2015 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
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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 as well as internet safety lessons help to prepare our students for middle school. Staff Development is available through our ENL teachers, the PD committee as well as NYC professional workshops, additionally, the ENL Teacher Team shares out strategies throughout the school year through monthly newsletters and workshops.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our teachers are provided with 15% of total professional development hours (50% of total professional development hours for bilingual teachers) of ELL training as evidenced by Teacher Team Agendas, Monthly ENL Newsletters, Staff Development Days, Monthly Supervisory Meetings, and DOE professional sources.

Monthly ENL PD for the 2015-16 school year is planned as follows:

 - September: Frayer Model
 - October: In/Out to Make 10
 - November: Logic and Reasoning
 - December: Math Sentence Frames
 - January: Linguistic Frames for Complex Texts

February: Connect the Conjunctions

March: Read and Retell

April: Using Illustrations to Interact with Text for Beginning ELLs

May: Numbered Heads Together (Kagan, 1998)

June: Three-Step Interview (Kagan, 1998)

Agendas and attendance records will be kept in the ENL office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During the 2014-15 school year, P.S.12Q was recognized by the DOE, specifically by our chancellor, Ms. Farina, in her Principal's Notes as a school that is committed to Parent Engagement on Tuesdays. Every Tuesday, parents and students are invited to participate in workshops geared towards high expectations for learning. On average, one hundred parents and students participate in our family workshops. Every Tuesday, families engage in hands-on workshops that highlight language development in all the content areas. Our Coaches, STEM, Arts, Technology, Grade Level, and ENL Teacher Teams regularly work with families to improve student achievement. Additionally, our ENL Teacher Team holds informational parent meetings (twice per year) to discuss language proficiency assessments. During all parent engagement periods, our bilingual staff members provide translation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our Parent Coordinator works collaboratively with our Teacher Teams and Coaches to maintain attendance records of parent meetings and workshops.

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, Professional Translation Agencies, 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 2015-2017 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
*A Target Family Grant (2014) 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 Professional Agencies to assist with translations in order to increase parent involvement in the academic success of their children.

5. How do you evaluate the needs of the parents?

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 our school's administration and coaches to offer parent workshops on the CCLS standards, 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 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 to encourage literacy in the home. In addition, parent beginner and intermediate ENL instruction is conducted by our parent coordinator. This is made available in English and the home language indicated by the parents.

6. How do your parental involvement activities address the needs of the parents?

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 through Book of the Month and Cultural Celebrations.

*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. This is made available in English and the home language indicated by the parents.

D. Additional Information

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

Over eighty five percent of our students proudly speak another language other than English. Over 30 different languages represent our diverse community contributing to our ongoing success as a high performing school.

School Name: James B. Cogate		School DBN: 24Q012	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephanie Moskos	Principal		6/15/15
Jean DiPietro-Romano	Assistant Principal		6/15/15
Virginia Gallagher	Parent Coordinator		6/15/15
Astrid Murillo	ENL/Bilingual Teacher		6/15/15
Vanessa Ng	Parent		6/15/15
Kaitlin Doria/Fourth Grade	Teacher/Subject Area		6/15/15
Jessica Soto/ Fifth Grade	Teacher/Subject Area		6/15/15
Debbie Pellegrino	Coach		6/15/15
Georgette Hernandez	Coach		6/15/15
Roxanna Rivas	School Counselor		6/15/15
Madelene Chan	Superintendent		6/15/15
	Borough Field Support Center Staff Member <hr/>		1/1/01
Martha Mahoney	Other <u>ENL</u>		6/15/15
Jeff Matte	Other <u>ENL</u>		6/15/15
Angel DeCarlo	Other <u>AIS/ENL</u>		6/15/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q12** School Name: **James B. Colgate**
Superintendent: **Ms. Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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, CBO/Maspeth Town Hall personnel, 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 based on Part III of the HLIS to our supervising school aide to ensure that written communication is copied and sent home in the parent's preferred language. Prior to any verbal communication, parents are asked if they would like an interpreter.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our findings indicate that our students speak over 30 different languages. Over eighty percent of our students speak another language other than English at home. Out of 196 new (2015) kindergarten students, 170 or 87 percent were determined to be eligible for the NYSITELL. From the 170 NYSITELL results, 113 or 66 percent of the students were identified as English Language Learners. Our three major languages are Spanish (449 students), Bengali (263 students), and Chinese (141 students). However, over the last three years, our Nepali (71 students) and Tibetan (45 students) populations have shown growth. There are 134 families that speak lower incident languages.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that are typically translated and distributed include many school wide and/or grade specific corespondences. This communication may include but is not exculsive to parent orantation meetings, parent teacher conferences, quarterly progress meetings, field trip notices, school closings, after school programs, before school programs, class newsletters, grade newsletters, school calendar, NYS testing information, PA events, School Leadership information, and school handbooks. These items are distributed to our school families throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings teachers and staff have with parents consist of Parent-teacher Conferences, IEP (Special Education meetings), School Leadership meetings, initial parent orientation meetings, progress monitoring meetings, ENL Annual Parent meeting and upon request with either parent or teacher, as well as Parent Involvement after school meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The translation needs identified in Part B will be met by in-house translators, outside vendors and the Translation and Interpretation Unit. For information that requires immediate attention, we utilize our in-house school staff. Materials that do not require immediate attention are sent to the Translation and Interpretation Unit to be translated in the parents' preferred Native Language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All interviews either face-to-face or over the phone are translated through our in-house personnel. If our personnel is unable to translate, then an over-the-phone interpreter is used through the Translation and Interpretation Unit. An on-site interpreter may also be provided by an outside vendor for any face-to-face meeting (ex. parent teacher conferences).

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Throughout the year, staff members are encouraged to access the translation services available through the Translation and Interpretation Unit . They are given specific instruction regarding applicable information as it relates to translation of classroom literature or interpretation. Both our Language Access Coordinator and the ENL Coordinator are available to answer questions regarding this process.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 12Q is fulfilling this requirement by the following:

- a. PS 12Q provides parents with a translated copy of the Parent Bill of Rights and Responsibilities .
- b. PS 12Q prominently displays information in several locations (in the school lobby, at the security desk and in the main office) and signs indicating the availability of interpretation services.
- c. The school posts the Language ID guide at the security desk and in the main office.
- d. A Welcome Language Poster is displayed at the main entrance of the school building.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Throughout the school year, we use family surveys to gather feedback about the quality of our educational policies. Data garnered from these surveys provides us with valuable information and guides implementation of family workshops.