2018-19

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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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>James B. Colgate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>24Q012</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>3424000010012</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>42-00 72 nd Street Woodside, NY 11377</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 424-5905</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 424-0207</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Stephanie Moskos</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:smoskos@schools.nyc.gov">smoskos@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Stephanie Moskos</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Jeffrey Matte</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Maria Isabel Arevalo</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Georgette Hernandez</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Not Applicable</td>
</tr>
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</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Madalene Taub Chan</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>98-50 50 th Avenue Corona, New York 11368</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:MChan2@schools.nyc.gov">MChan2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 592-3357</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 592-3770</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
Queens North Field Center

Executive Director: Lawrence Pendergast
28-11 Queens Plaza North, LIC, 11101

Executive Director’s Office Address: LPender@schools.nyc.gov

Executive Director’s Email Address: 917 225 2020

Phone Number: 718 391 6152
Fax: 
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Moskos</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>Jeffrey Matte</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>Maria Isabel Arevalo</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable/</td>
</tr>
<tr>
<td>Eugenia Paspala</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Leah Zimmerman</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Judith Rivera</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Sirajum Shimul</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>John Dass</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Michelle Valdes</td>
<td>Member/ Parent</td>
</tr>
<tr>
<td>Georgette Hernandez</td>
<td>Member/ Teacher/Chairperson</td>
</tr>
<tr>
<td>Deborah Pellegrino</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>Diana Herrera</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>Ines Alcivar</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td>Colleen Froehoefer</td>
<td>Member/ Teacher</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

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.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our two consecutive well-developed Quality Reviews (2013-14, 2015-16) 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 diverse student population to successfully compete in our interconnected, ever evolving world.

In 2016, P.S. 12Q was identified as a New York State Reward School. In 2017, P.S.12Q was identified as a School in Good Standing. Although we did not achieve New York State Reward School status in 2017, P.S. 12Q continues to consistently outperform our district, city, and state in both ELA and in Math as evidenced by the following statistics:

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA Proficiency Percent</th>
<th>District 24</th>
<th>NYC</th>
<th>NYS</th>
</tr>
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<tbody>
<tr>
<td>2013-14</td>
<td>45</td>
<td>31</td>
<td>28</td>
<td>28</td>
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<tr>
<td>2014-15</td>
<td>44</td>
<td>33</td>
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<td>31</td>
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<td>2015-16</td>
<td>53</td>
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<td>2016-17</td>
<td>51</td>
<td>41</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>2017-18</td>
<td>58</td>
<td>47</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>5-Year Average</td>
<td>50</td>
<td>38</td>
<td>37</td>
<td>37</td>
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</table>

ELA 4-Year Average Comments:
- PS 12Q is plus 12 points stronger than our district
- PS 12 Q is plus 13 points stronger than the city and the state

<table>
<thead>
<tr>
<th>Year</th>
<th>Math Proficiency Percent</th>
<th>District 24</th>
<th>NYC</th>
<th>NYS</th>
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<td>62</td>
<td>40</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>2014-15</td>
<td>62</td>
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<td>38</td>
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<td>2015-16</td>
<td>61</td>
<td>40</td>
<td>36</td>
<td>39</td>
</tr>
<tr>
<td>2016-17</td>
<td>56</td>
<td>40</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>2017-18</td>
<td>68</td>
<td>44</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>5-Year Average</td>
<td>60</td>
<td>41</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
</table>

Mathematics 5-Year Average Comments:
- PS 12Q is plus 19 points stronger than the district
- PS 12 Q is plus 23 points stronger than the city
- **PS 12 Q is plus 21 points stronger than the state**

**Overall Comments about the State Tests:**

- Since the constructs of the 2018 state tests changed (for example from 3 days to 2 days), new baselines were established
- The 2017 and 2018 tests are not *truly* comparable since the constructs of the tests have changed
- The 2018 baselines will be compared to the 2019 and 2020 state tests
- The Common Core Standards are shifting to the Next Generation Learning Standards
- In 2021, new baselines will be established compared to the Next Generation Learning Standards

For 3 consecutive school years, 2016-17, 2017-18 and 2018-2019, P.S. 12Q has been selected as a New York City Promising Practice Showcase School. This distinct honor has been bestowed on thirty-seven schools citywide in 2016-17, forty-seven schools in 2017-18 and forty-seven schools in 2018-19. We are proud to be among this special group of schools. Over the course of the 2018-19 school year, with the support of the Office of Leadership, we will host three visits. Educators from our city will learn about our promising practices in relationship to our literacy curriculum. Showcase visitors will observe that there is no perfect literacy program and will observe how P.S.12Q teachers have adapted the Ready Gen curriculum to promote student learning through literacy centers. Educators from our city will notice how the use of formative assessments allows our teachers to group students and to provide targeted instruction.

In 2016, P.S.12Q was awarded as a N.Y.C. Respect for All School. At P.S. 12Q, we recognize the significance of our *Respect for All Program* and that we must offer our school community multiple opportunities to reinforce the concept of shared responsibility. Although, eighty-five percent of our students speak another language other than English and more than 30 different languages, we make every effort to actively engage all members of our school community. As future citizens of our world, the emotional and social readiness of our students is of utmost importance.

As a high achieving elementary school, we believe that our successes should be maximized and that we must regularly reflect upon our missed opportunities. At P.S.12Q, success is evidenced when students are intellectually engaged through careful planning and teacher skill. 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 2018-19 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 2018-19 School Year:**

- Garnering the use of formative and summative assessments to provide targeted instruction through small group instruction, parallel, and co-teaching models
- The purposeful readjustment of our reading program through a continued emphasis on Guided and Independent Reading
- The collaborative redesign of the Ready Gen and GO MATH curricula as instructional guides and not as prescriptions for learning
• Curriculum adaptation with multiple entry points so that all English Language Learners and Students with Disabilities have access to the same rigorous instruction as their general education peers
• Continued emphasis on building student vocabulary through questioning, student to student discussion as well as in Opinion Writing through the 2017-18 implementation of our new Social Studies Program, Passport as well as through the 2018-19 implementation of our new Science Program, Amplify
• Increased mathematics activities that focus on improving conceptual understanding versus procedural knowledge
• The expansion of professional development opportunities for all teachers and teacher teams through increased distributive leadership as well as productive discourse
• Increasing opportunities for family empowerment to actively participate in the education of their children through Inquiry Teacher Team work, Cook Shop for Parents, Monthly Book of the Month Workshops, as well as our ongoing and successful Tuesday Parent Engagement Program

3. Describe any special student populations and what their specific needs are.

| Special POPULATIONS: 2018 ELA |

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Level Ones/Percent</th>
<th>Number of Level Twos/Percent</th>
<th>Number of Level Threes/Percent</th>
<th>Number of Level Fours/Percent</th>
<th>Total Number of Students in Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>90/15%</td>
<td>153/26%</td>
<td>230/40%</td>
<td>111/19%</td>
<td>584</td>
</tr>
<tr>
<td>SWDs</td>
<td>42/44%</td>
<td>35/37%</td>
<td>16/17%</td>
<td>2/2%</td>
<td>95</td>
</tr>
<tr>
<td>ELLS</td>
<td>48/48%</td>
<td>42/42%</td>
<td>10/10%</td>
<td>1/-1%</td>
<td>101</td>
</tr>
</tbody>
</table>

• 58% of all students achieved a proficiency level on the 2018 ELA
• 20% of all Students with Disabilities (SWDs) achieved a proficiency level on the 2018 ELA
• 10% of ELLs (English Language Learners) achieved a proficiency level on the 2018 ELA

SPECIAL POPULATIONS: 2018 Math

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Level Ones/Percent</th>
<th>Number of Level Twos/Percent</th>
<th>Number of Level Threes/Percent</th>
<th>Number of Level Fours/Percent</th>
<th>Total Number of Students in Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>71/12%</td>
<td>118/20%</td>
<td>184/31%</td>
<td>225/37%</td>
<td>598</td>
</tr>
<tr>
<td>Special Ed</td>
<td>27/28%</td>
<td>27/29%</td>
<td>27/29%</td>
<td>13/14%</td>
<td>94</td>
</tr>
<tr>
<td>ELLS</td>
<td>39/33%</td>
<td>43/37%</td>
<td>24/21%</td>
<td>11/9%</td>
<td>117</td>
</tr>
</tbody>
</table>
68% of all students achieved a proficiency level on the 2018 Math Assessment
43% of all Students with Disabilities (SWD) achieved a proficiency level on the 2018 Math Assessment
30% of ELLs (English Language Learners) achieved a proficiency level on the 2018 Math Assessment

NYS performance levels continue to focus our attention to the importance of tailoring our instruction to meet the needs of our special student populations.

**English Language Learner Program Overview:**

- Based upon an analysis of 2018 ELA and Math Cut Scores, we recognize the need to target our Long Term ELLs during the 2018-19 school year. Long Term, stalled ELLs will be provided with specific/differentiated ELA Reading and Writing strategies. Reading strategies will include finding the main idea, supporting details, fact versus opinion, cause and effect, and using context clues to build comprehension. Writing strategies will include pre-writing activities, modeling, shared writing, and vocabulary word walls.
- ELLS will continue to be offered supplemental instruction through AIS, our Afternoon Title III Program, our Spring Test Prep Academy, and through our Wilson Reading Program.
- An analysis of the 2018 New York State English as a Second Language Achievement Test (NYSESLAT) indicated the following Implications for Instruction for the 2017-18 school year:
  - K: Increase Writing on Demand opportunities without sentence starters to build student independence. Reduce word wall scaffolds as the year progresses. Develop sight word vocabulary in struggling learners. Provide specific feedback to students to add more details to their illustrations. Build listening skills through directional activities both written and orally.
  - 1st and 2nd Grades: Increase student comprehension of pronouns in relationship to answering questions. Increase student comprehension by word association such as "Who is the author talking about when she uses the word he?" Increase reading and listening comprehension on how suffixes change the meaning of words. Develop sequential understanding through pictures and events. Continue to focus on the main idea of a passage.
  - 3rd and 4th: Build reading and listening skills by instructing students how to answer multi-part questions. Develop complex writing skills by instructing students to use strategies such as RAD (Restate-Answer-Details) and by strengthening organizational writing skills through the use of transition words. Create matching activities for story sequence practice. Provide opportunities for ELLs to draw and label detailed pictures. Use rubrics to develop writing and drawing skills.
  - 5th: Develop listening skills through the use of technology as an aid to build student listening skills and “other than teacher” readings. Focus on how suffixes change the meaning of words. Develop questions that use pronouns. Build student reading comprehension by instructing students on how to find the main idea. Focus student attention to using FUN to find text evidence to support the main idea of a passage. Use chunking as a strategy to annotate key ideas in the margins of texts. Strengthen student writing skills through the use of expansion strategies through the use of transitional words.

**Students With Disabilities Program Overview**

- Prior to referring a student for special education services, we integrate progress monitoring to support our struggling students. Student achievement is closely monitored to assess both student learning rates and student performance before decisions are made to increase the levels of intervention. Our (Response to Intervention Team) 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 Level (from 6 to 8 weeks) are provided with intensive instruction through our Academic Intervention Teachers.
- During the 2018-19 school year, our SWDs will continue to be provided with scaffolds that give them access to the same rigorous Learning Standards as their general education peers.
- Our Student with Disabilities Program will include the following strategies:
  - Consideration and Development of Fundamental Vocabulary
• Deconstruction and Reconstruction Activities
• Modeling and Charting of Teaching Objectives
• Contextualization of New Concepts
• Use of graphic organizers as well as Thinking Maps
• Building of Background and Prior knowledge
• Use of Visuals and Primary Source Documents
• Assignments that are Relevant, Meaningful, and Engaging
• Instruction according to Student choice and Learning style

• SWDs will continue to participate in supplemental instruction such as our Spring Test Prep Academy, our Afternoon ELA/ Math Programs, and through our Wilson Reading Program.

4. Identify 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.

School Year 2017-18

School Quality Guide Analysis

(data as of 6/ 2018)

Framework Strengths:

<table>
<thead>
<tr>
<th>Framework</th>
<th>PS 12Q Score</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>4.54</td>
<td>.68 plus</td>
<td>.85 plus</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>4.0</td>
<td>.40 plus</td>
<td>.21 plus</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>3.77</td>
<td>.28 plus</td>
<td>.06 plus</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>*Not Available as of 6/2018</td>
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<td></td>
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</tbody>
</table>

Framework Areas for Growth:

<table>
<thead>
<tr>
<th>Framework</th>
<th>PS 12Q Score</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Family Ties</td>
<td>3.59</td>
<td>.07 plus</td>
<td>.20 below</td>
</tr>
<tr>
<td>Trust</td>
<td>3.27</td>
<td>.34 below</td>
<td>.41 below</td>
</tr>
</tbody>
</table>

NYC Survey Measure: Rigorous Instruction:
## Domain | PS 12Q Positive Percent | Compared to District | Compared to City |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Press</td>
<td>71%</td>
<td>1% plus</td>
<td>1% below</td>
</tr>
<tr>
<td>Common Core Shifts in Literacy</td>
<td>92%</td>
<td>2% plus</td>
<td>1% below</td>
</tr>
<tr>
<td>Common Core Shifts in Mathematics</td>
<td>87%</td>
<td>4% below</td>
<td>6% below</td>
</tr>
<tr>
<td>Quality of Student Discussion</td>
<td>72%</td>
<td>5% plus</td>
<td>flat</td>
</tr>
</tbody>
</table>

### Comments on Rigorous Instruction:

**Strengths:**

- Students are challenged
- Teachers have ELA/Science/Social Studies Resources

**Growth Opportunities:**

- Students need more practice on answering challenging questions
- Teachers need more resources to focus deeply on math content emphases

### NYC Survey Measure: **Collaborative Teachers**:

<table>
<thead>
<tr>
<th>Domain</th>
<th>PS 12Q Positive Percent</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Awareness and Inclusive Instruction</td>
<td>92%</td>
<td>1% down</td>
<td>2% down</td>
</tr>
<tr>
<td>Innovation and Collective Responsibility</td>
<td>81%</td>
<td>flat</td>
<td>2% down</td>
</tr>
<tr>
<td>Peer Collaboration</td>
<td>85%</td>
<td>3% down</td>
<td>6% down</td>
</tr>
<tr>
<td>Quality of Professional Development</td>
<td>75%</td>
<td>flat</td>
<td>5% down</td>
</tr>
<tr>
<td>School Commitment</td>
<td>76%</td>
<td>6% down</td>
<td>7% down</td>
</tr>
</tbody>
</table>

### Comments on Collaborative Teachers:

**Strengths:**
• Teachers use student cultural and linguistic backgrounds in their practice
• Teachers take responsibility over student learning

Areas for Growth:

• Teachers need more support on how to incorporate cultural and linguistic backgrounds
• Teachers need to be encouraged to try out new ideas
• Increase opportunities for vertical alignment teacher teams
• Increase opportunities to build team spirit

NYC Survey Measure: **Supportive Environment:**

<table>
<thead>
<tr>
<th>Domain</th>
<th>PS 12Q Positive Percent</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Behavior</td>
<td>84%</td>
<td>7% plus</td>
<td>9% plus</td>
</tr>
<tr>
<td>Peer Support</td>
<td>93%</td>
<td>13% plus</td>
<td>14% plus</td>
</tr>
<tr>
<td>Personal Attention and Support</td>
<td>93%</td>
<td>1% plus</td>
<td>4% plus</td>
</tr>
<tr>
<td>Socio-Emotional</td>
<td>84%</td>
<td>1% plus</td>
<td>4% plus</td>
</tr>
</tbody>
</table>

Comments on Supportive Environment:

**Strengths:**

• Students work hard and attend to their work
• Students and teachers are safe inside and outside of the school

**Growth Opportunities:**

• Increase learning opportunities for students and teachers in relationship to system socio and emotional supports

NYC Survey Measure: **Effective School Leadership:**

<table>
<thead>
<tr>
<th>Domain</th>
<th>PS 12Q Positive Percent</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Leadership</td>
<td>96%</td>
<td>flat</td>
<td>2% plus</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>92%</td>
<td>7% plus</td>
<td>4% plus</td>
</tr>
<tr>
<td>Program Coherence</td>
<td>90%</td>
<td>9% plus</td>
<td>6% plus</td>
</tr>
<tr>
<td>Teacher Influence</td>
<td>78%</td>
<td>4% plus</td>
<td>flat</td>
</tr>
</tbody>
</table>
Comments on Effective Leadership:

Strengths:

- Feedback is encouraged
- Teacher expectations are clear and focused
- Data is thoughtfully monitored

Growth Opportunities:

- Increase family and community involvement
- Increase collaborative planning opportunities with teachers together with administrators
- Further opportunities for teachers in the purchase and development of new materials

NYC Survey Measure: Strong Family-Community Ties:

<table>
<thead>
<tr>
<th>Domain</th>
<th>PS 12Q Positive Percent</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach to Parents</td>
<td>95%</td>
<td>1% plus</td>
<td>flat</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>87%</td>
<td>flat</td>
<td>3% down</td>
</tr>
</tbody>
</table>

Comments on Strong Family-Community Ties:

Strengths:

- Families feel welcomed and are kept informed
- Families are invited to observe student work

Growth Opportunities:

- Continue to provide opportunities for families to observe teaching and learning
- Increase opportunities for volunteerism
- Increase communication in esoteric languages

NYC Survey Measure: Strong Family-Community Ties:

<table>
<thead>
<tr>
<th>Domain</th>
<th>PS 12Q Positive Percent</th>
<th>Compared to District</th>
<th>Compared to City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Principal Trust</td>
<td>97%</td>
<td>1% plus</td>
<td>1% plus</td>
</tr>
<tr>
<td>Parent-Teacher Trust</td>
<td>97%</td>
<td>1% plus</td>
<td>1% plus</td>
</tr>
<tr>
<td>Teacher-Principal Trust</td>
<td>75%</td>
<td>7% down</td>
<td>8% down</td>
</tr>
<tr>
<td>Teacher-Teacher Trust</td>
<td>73%</td>
<td>11% down</td>
<td>15% down</td>
</tr>
</tbody>
</table>
Comments on Trust:

Strengths:

- Families are respected by the administration and by the teachers
- The school involves families in decision making
- Families feel that the school runs smoothly

Growth Opportunities:

- Build and develop new relationships with faculty (administrators and teachers)
- Increase opportunities for team building
- Build and develop opportunities for productive discourse amongst staff members

Analysis of the 2018 June Instructional Report:

- The report identifies the proportion of points earned on the NYS ELA and on the NYS Math Tests.
- The analysis is by Common Core Domain divided between Multiple Choice and Constructed Response Questions.
- This data is used to identify which areas of instruction students understand more or less.
- This data is used to adjust instruction by addressing weak areas and maintaining strong areas.
- The report analyzes results by ATS Class Code and is available by specific teacher.

Overall School Wide Comments:

- Constructed Response Results in both Math and ELA were stronger than Multiple Choice Results when compared to the city’s Average Possible Points Earned

Multiple Choice:

- Mathematics: plus .10 to the city
- ELA: .04 to the city

Constructed Response:

- Mathematics: plus .13 to the city
- ELA: .06 to the city

Overall School Wide Implications for Instruction:

- Continue to focus on Multiple Choice Skills
- Maximize our strengths in Opinion Writing and Written Explanations in Math
- Closely analyze specific standards by grade in both ELA and in Math since areas of strength and areas of growth differ from grade to grade
## 2018 MATHEMATICS NY STATE TEST INSTRUCTIONAL REPORT

### Mathematics Multiple Choice Whole School

<table>
<thead>
<tr>
<th>Multiple Choice Questions</th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td>.76</td>
<td>.66</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>.75</td>
<td>.65</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>.73</td>
<td>.64</td>
<td>.09 plus</td>
</tr>
<tr>
<td>Total School Average</td>
<td>.75</td>
<td>.65</td>
<td>.10 plus</td>
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</tbody>
</table>

### Mathematics Constructed Response Whole School

<table>
<thead>
<tr>
<th>Constructed Response Questions</th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td>.70</td>
<td>.56</td>
<td>.14 plus</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>.69</td>
<td>.53</td>
<td>.12 plus</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>.45</td>
<td>.37</td>
<td>.08 plus</td>
</tr>
<tr>
<td>Total School Average</td>
<td>.61</td>
<td>.48</td>
<td>.13 plus</td>
</tr>
</tbody>
</table>

### Mathematics All Questions Whole School

<table>
<thead>
<tr>
<th>All Questions</th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td>.74</td>
<td>.62</td>
<td>.12 plus</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>.73</td>
<td>.61</td>
<td>.12 plus</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>.64</td>
<td>.55</td>
<td>.09 plus</td>
</tr>
<tr>
<td>Total School Average</td>
<td>.70</td>
<td>.59</td>
<td>.11 plus</td>
</tr>
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</table>

### Third Grade Mathematics

**June 2018 Instructional Report**
### Fourth Grade Mathematics

#### June 2018 Instructional Report

<table>
<thead>
<tr>
<th>Domain for Grade 3</th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>.81</td>
<td>.75</td>
<td>.06 plus</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>.67</td>
<td>.54</td>
<td>.13 plus</td>
</tr>
<tr>
<td>Numbers and Operations with Fractions</td>
<td>.68</td>
<td>.56</td>
<td>.12 plus</td>
</tr>
<tr>
<td>Numbers and Operations in Base</td>
<td>.87</td>
<td>.77</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>.78</td>
<td>.65</td>
<td>.13 plus</td>
</tr>
<tr>
<td>Overall Multiple Choice</td>
<td>.76</td>
<td>.66</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Overall Constructed Response</td>
<td>.70</td>
<td>.56</td>
<td>.14 plus</td>
</tr>
<tr>
<td>All Questions</td>
<td>.73</td>
<td>.61</td>
<td>.12 plus</td>
</tr>
</tbody>
</table>

Worst Standards Compared to the City:

- 3 MD A: Volume and Mass
- 3 NF A: Understanding Equal Fractions: Understanding Numbers and Fractions

Best Standards Compared to the City:

3 MD C: Area of Rectangles

3 NC A: 1/b Number Line

3 CA D: Two Step Word Problems
<table>
<thead>
<tr>
<th>Domain for Grade 5</th>
<th>PS 12 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>.48</td>
<td>.43</td>
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<tr>
<td>Measurement and Data</td>
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<td>.08 plus</td>
</tr>
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<td>Numbers and Operations in Base</td>
<td>.67</td>
<td>.59</td>
<td>.08 plus</td>
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<tr>
<td>Numbers and Operations in Fractions</td>
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<td>.52</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>.69</td>
<td>.61</td>
<td>.08 plus</td>
</tr>
</tbody>
</table>
## 2018 ELA NYS STATE TEST Instructional Report

### ELA Multiple Choice Whole School

<table>
<thead>
<tr>
<th></th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice Questions</td>
<td>.73</td>
<td>.64</td>
<td>.09 plus</td>
</tr>
<tr>
<td>Constructed Response</td>
<td>.45</td>
<td>.37</td>
<td>.08 plus</td>
</tr>
<tr>
<td>All Questions</td>
<td>.64</td>
<td>.55</td>
<td>.09 plus</td>
</tr>
</tbody>
</table>

Worst Standards Compared to the City:

- 5 MDC: Volume of Rectangle Prisms
- 5 NBTA: Multiple Powers of 1C
- 5 0AA: Interpreting Expressions

Best Standards Compared to the City:

- 5 NBTA: Comparing Decimals
- 4 NFC5: Fractions of 10 or 100
- 5 NFB 7: Dividing Fractions
- 5 0AA: Expression Parentheses

### ELA Constructed Response Whole School

<table>
<thead>
<tr>
<th></th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructed Response Questions</td>
<td>.65</td>
<td>.55</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Third Grade</td>
<td>.65</td>
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<td>.10 plus</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>.61</td>
<td>.58</td>
<td>.03 plus</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>.68</td>
<td>.65</td>
<td>.03 plus</td>
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</tbody>
</table>

2018-19 CEP
## ELA All Questions Whole School

<table>
<thead>
<tr>
<th>All Questions</th>
<th>PS 012 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
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<tbody>
<tr>
<td>Third Grade</td>
<td>.63</td>
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<td>.07 plus</td>
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<tr>
<td>Fourth Grade</td>
<td>.62</td>
<td>.59</td>
<td>.03 plus</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>.66</td>
<td>.62</td>
<td>.04 plus</td>
</tr>
<tr>
<td>Total School Average</td>
<td>.64</td>
<td>.59</td>
<td>.05 plus</td>
</tr>
</tbody>
</table>

## Third Grade ELA

### June 2018 Instructional Report

<table>
<thead>
<tr>
<th>Domain Grade 3</th>
<th>PS 12 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Meaning</td>
<td>.49</td>
<td>.43</td>
<td>.06 plus</td>
</tr>
<tr>
<td>Inf. Main Idea</td>
<td>.42</td>
<td>.48</td>
<td>.06 down</td>
</tr>
<tr>
<td>Inf. Sequence/Cause</td>
<td>.63</td>
<td>.57</td>
<td>.06 plus</td>
</tr>
<tr>
<td>Inf. Word Meaning</td>
<td>.86</td>
<td>.81</td>
<td>.05 plus</td>
</tr>
<tr>
<td>Inf. Info</td>
<td>.51</td>
<td>.56</td>
<td>.05 down</td>
</tr>
<tr>
<td>Inf. Illustrations</td>
<td>.71</td>
<td>.71</td>
<td>flat</td>
</tr>
<tr>
<td>Lit. Central Message</td>
<td>.58</td>
<td>.52</td>
<td>.06 plus</td>
</tr>
<tr>
<td>Lit. Analyze Events</td>
<td>.59</td>
<td>.54</td>
<td>.05 plus</td>
</tr>
<tr>
<td>Lit. Word Meaning</td>
<td>.52</td>
<td>.51</td>
<td>.01 plus</td>
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<td>Lit. Pt. of View</td>
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<td>.52</td>
<td>.06 plus</td>
</tr>
<tr>
<td>All Reading</td>
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<td>.57</td>
<td>.03 plus</td>
</tr>
<tr>
<td>Inf. Main Idea</td>
<td>.78</td>
<td>.62</td>
<td>.11 plus</td>
</tr>
<tr>
<td>Inf. Sequence/Cause</td>
<td>.76</td>
<td>.66</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Inf. Illustrations</td>
<td>.55</td>
<td>.45</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Inf. Connect Sent.</td>
<td>.70</td>
<td>.62</td>
<td>.08 plus</td>
</tr>
<tr>
<td>Lit. Refer to Parts</td>
<td>.61</td>
<td>.50</td>
<td>.11 plus</td>
</tr>
<tr>
<td>Lit. Analyze Events</td>
<td>.54</td>
<td>.41</td>
<td>.13 plus</td>
</tr>
</tbody>
</table>
Worst Standards to the City:

- R132: Inf. Main Idea in Reading (significantly lower)
- R135: Inf. Locate Info. in Reading (significantly lower)

Best Standards to the City:

- R132: Inf. Main Idea in Writing
- RL33: Lit. Analyze Events in Writing
- RL35: Lit. Refer to Parts in Writing

Fourth Grade ELA

### June 2018 Instructional Report

<table>
<thead>
<tr>
<th>Domain</th>
<th>PS 12 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Meaning</td>
<td>.68</td>
<td>.60</td>
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<td>Inf. Main Idea</td>
<td>.74</td>
<td>.70</td>
<td>.04 plus</td>
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<tr>
<td>Inf. Sequence/Cause</td>
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<td>.52</td>
<td>.03 plus</td>
</tr>
<tr>
<td>Inf. Word Meaning</td>
<td>.68</td>
<td>.58</td>
<td>.10 plus</td>
</tr>
<tr>
<td>Inf. Overall Structure</td>
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<td>.52</td>
<td>.04 plus</td>
</tr>
<tr>
<td>Inf. Int. Information</td>
<td>.68</td>
<td>.67</td>
<td>.01 plus</td>
</tr>
<tr>
<td>Lit. Determine Theme</td>
<td>.59</td>
<td>.58</td>
<td>.01 plus</td>
</tr>
<tr>
<td>Lit. Describe Elements</td>
<td>.68</td>
<td>.65</td>
<td>.03 plus</td>
</tr>
<tr>
<td>Lit. Word Meaning</td>
<td>.57</td>
<td>.55</td>
<td>.02 plus</td>
</tr>
<tr>
<td>Lit. Pt. of View</td>
<td>.76</td>
<td>.74</td>
<td>.02 plus</td>
</tr>
<tr>
<td>All Reading</td>
<td>.64</td>
<td>.61</td>
<td>.03 plus</td>
</tr>
<tr>
<td>Inf. Main Idea</td>
<td>.62</td>
<td>.60</td>
<td>.02 plus</td>
</tr>
<tr>
<td>Inf. Sequence/Cause</td>
<td>.61</td>
<td>.57</td>
<td>.04 plus</td>
</tr>
<tr>
<td>Lit. Determine Theme</td>
<td>.59</td>
<td>.62</td>
<td>.03 down</td>
</tr>
<tr>
<td>Lit. Word Meaning</td>
<td>.65</td>
<td>.63</td>
<td>.02 plus</td>
</tr>
<tr>
<td>Lit. Pt. of View</td>
<td>.55</td>
<td>.46</td>
<td>.09 plus</td>
</tr>
</tbody>
</table>
All Writing | .61 | .58 | .03 plus
---|---|---|---
All Questions | .62 | .59 | .03 plus

Worst Standards to the City:

- R147: Int. Info. in Reading
- RL42: Lit. Det. Theme in Reading
- RL42: Lit. Det. Theme in Writing (significantly worse)

Best Standards to the City:

- RL 44: Word Meaning in Reading
- R144: Inf. Word Meaning in Reading
- RL46: Lit. Pt. of View in Writing

Fifth Grade ELA

June 2018 Instructional Report

<table>
<thead>
<tr>
<th>Domain Grade 5</th>
<th>PS 12 Average % of Total Possible Points</th>
<th>NYC Average % of Total Possible Points</th>
<th>PS 12 Change to NYC of Average Possible Points</th>
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<tbody>
<tr>
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<td>.52</td>
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<td>.67</td>
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<td>Inf. Explain Relationships</td>
<td>.53</td>
<td>.47</td>
<td>.06 plus</td>
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<td>Inf. Word Meaning</td>
<td>.78</td>
<td>.76</td>
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</tr>
<tr>
<td>Compare Structure</td>
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<td>.72</td>
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<tr>
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<td>.52</td>
<td>.44</td>
<td>.08 plus</td>
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<tr>
<td>Lit. Compare Elements</td>
<td>.66</td>
<td>.61</td>
<td>.05 plus</td>
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<tr>
<td>Lit. Word Meaning</td>
<td>.88</td>
<td>.87</td>
<td>.01 plus</td>
</tr>
<tr>
<td>Lit. Explain Structure</td>
<td>.31</td>
<td>.31</td>
<td>flat</td>
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<tr>
<td>Lt. Pt. of View</td>
<td>.83</td>
<td>.73</td>
<td>.10 plus</td>
</tr>
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<td>All Reading</td>
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<td>.60</td>
<td>.05 plus</td>
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<tr>
<td>Inf. Explain Relationships</td>
<td>.56</td>
<td>.51</td>
<td>.05 plus</td>
</tr>
<tr>
<td>Inf. Compare Structure</td>
<td>.59</td>
<td>.60</td>
<td>.01 down</td>
</tr>
<tr>
<td>Reason/Evidence</td>
<td>.77</td>
<td>.73</td>
<td>.04 plus</td>
</tr>
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<td>----------------------------------------</td>
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</tr>
<tr>
<td>Lit. Theme</td>
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<tr>
<td>Lit. Compare Elements</td>
<td>.76</td>
<td>.75</td>
<td>.01 plus</td>
</tr>
<tr>
<td>Lit. Point of View</td>
<td>.83</td>
<td>.78</td>
<td>.05 plus</td>
</tr>
<tr>
<td>Inf. Drawing on Information</td>
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<td>.66</td>
<td>.03 plus</td>
</tr>
<tr>
<td>All Writing</td>
<td>.68</td>
<td>.65</td>
<td>.03 plus</td>
</tr>
<tr>
<td>All Questions</td>
<td>.66</td>
<td>.62</td>
<td>.04 plus</td>
</tr>
</tbody>
</table>

Worst Standards Compared to the City:

- R157 Inf. Drawing Information in Reading (significantly worse)
- R155 Inf. Compare Structures in Writing (significantly worse)
- RL55 Lit. Explain Structures in Reading

Best Standards Compared to the City:

- R156: Inf. Comparing Structures in Reading
- R156: Inf. Point of View in Reading
- RL52: Lit. Theme in Reading
- R156: Lit. Point of View in Reading
### School Demographics and Accountability Snapshot for 24Q012

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>1219</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

- **Transitional Bilingual**: YES
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)

- **# Special Classes (ELA)**: 63
- **# SETSS (ELA)**: 39
- **# Integrated Collaborative Teaching (ELA)**: 72
- **# Special Classes (Math)**: 62
- **# SETSS (Math)**: 25
- **# Integrated Collaborative Teaching (Math)**: 72

#### Types and Number of Special Classes (2018-19)

- **# Visual Arts**: 51
- **# Music**: 51
- **# Drama**: 51
- **# Dance**: 51
- **# CTE**: N/A

#### School Composition (2017-18)

- **% Title I Population**: 89.0%
- **% Free Lunch**: 80.5%
- **% Limited English Proficient**: 29.3%
- **% Black or African American**: 0.7%
- **% Asian or Native Hawaiian/Pacific Islander**: 39.9%
- **% Hispanic or Latino**: 3.0%
- **% White**: 6.08%
- **% Multi-Racial**: 8.9%
- **% Students with Disabilities**: 14.3%
- **% Reduced Lunch**: 3.0%
- **% Attendance Rate**: 95.7%

#### Racial/Ethnic Origin (2017-18)

- **American Indian or Alaska Native**: 0.7%
- **Black or African American**: 0.6%
- **Asian or Native Hawaiian/Pacific Islander**: 55.9%
- **Hispanic or Latino**: 3.0%
- **White**: 6.08%
- **Multi-Racial**: 8.9%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 6.08
- **% Teaching with Fewer Than 3 Years of Experience (2014-15)**: 0%
- **% Average Teacher Absences (2014-15)**: 5.7

#### Student Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4**: 58.4%
- **Mathematics Performance at levels 3 & 4**: 68.4%
- **Science Performance at levels 3 & 4 (4th Grade)**: 95%

#### Student Performance for High Schools (2016-17)

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

#### Overall NYSED Accountability Status (2018-19)

- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Priority School**: No
- **Focus Subgroups**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP)</th>
<th>YSH (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Black or African American</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP)</th>
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</tr>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Black or African American</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
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</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Category</th>
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<td>Black or African American</td>
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</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
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</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP)</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>N/A</td>
</tr>
<tr>
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<td>Black or African American</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
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</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**Graduation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP)</th>
<th>YSH (2016-17)</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Hispanic or Latino</td>
<td>Black or African American</td>
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</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

For the 2018-19 school year we will focus on grade-wide instructional emphases in order to build upon our continued success in mathematics. Although the curriculum differs for each grade, students must master grade specific standards in order to succeed from year to year. Across grades, varying cluster emphases require additional resources and deeper focus. We must evaluate our instructional decisions, collaborate during teacher teams to establish realistic time frames for key cluster emphases. Teachers must more consistently categorize and become more familiar between the major clusters and supporting clusters. During the 2018-19 school year, we will increase classroom activities that focus our students to improving conceptual understanding versus procedural knowledge centering on the major content emphases. As teachers prepare to provide increased opportunities for achievement in mathematics, they will continue to work on building student stamina. Teachers will also establish strong mathematics routines to develop highly engaged learners through frequent formative assessments.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 80% of all students will perform at or above grade level (middle and high range) as measured by the Go Math! End of the Year Assessment.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Teachers | September 2018-June 2019 | - PD Committee  
- IS 125 Collaboration/Partnership  
- QPN North Math Achievement Coach |

Professional development will be provided to build a stronger understanding of our grade level standards in relationship to our GO MATH Program, its technology components as well as its differentiated components.

Professional development will be provided to demonstrate the importance of formative assessments and how they can help guide daily math instruction.

Professional Development will be provided through our collaboration with IS 125. Fifth grade teachers will partner with middle school teachers to develop a stronger understanding of the major 6th grade content emphases.

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.

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.

Mathematics instruction will focus on real-life multistep problem solving skills through the continued employment of our instructional coaches.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the year, we will provide ongoing parent workshops to inform and expose all parents of the rigorous instruction aligned to the GoMath! curriculum. These workshops will be offered in the mornings and afternoons to ensure an opportunity for all parents to attend.

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.

- GO MATH Resources
- PD Committee
- IS 125 Collaboration/Partnership
- QPN Achievement Coach

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
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<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2019, 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. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Beginning of the Year and Mid Year Go Math! Assessment

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.
3. **What policies, practices, and structures are in place to ensure you are supporting the whole child?**

The scope of a student’s vocabulary is a measure of educational success. Studies show that students who have a vocabulary deficit fall behind academically. Based upon the analysis of 5 different writing traits (Focus, Organization, Development, Vocabulary, and Conventions), we have observed that vocabulary usage and development in Opinion Writing Performance Based Assessments (PBAs), across grades continues to represent an important academic focus. An analysis of June 2018 PBA results indicates that the average score in Language and Vocabulary for all grades was 3.1 out of 4.0 and that the average score for Development was also 3.1 out of 4.0. These results focus our attention to the importance of strengthening our students’ writing skills by developing their vocabulary. In order to communicate ideas, develop thoughts, and emotions successfully, our students require increased opportunities to build their use of Tier 2 and transition word vocabulary. Strategies to build vocabulary will include questioning and discussion techniques as well as independent reading, guided reading, pre-writing thinking maps, and vocabulary center activities. The building of Tier 2 and transition word vocabulary will allow students to support their opinions and to develop concepts in greater detail.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a .5 increase in the average score of the vocabulary component in writing from September to June as evidence by the Opinion Performance Based Assessments.
### Part 3a – 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:

- Evidence-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).

**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?**

<table>
<thead>
<tr>
<th>Professional development will focus on building student vocabulary through questioning and discussion techniques.</th>
<th>Teachers</th>
<th>September 2018-June 2019</th>
<th>Coaches, PD Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development will be provided to demonstrate the importance of formative assessments and how they can help guide daily literacy instruction.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Coaches</td>
</tr>
<tr>
<td>Students will be offered resources and insights that specifically address their individual learning needs through the development of tiered vocabulary centers.</td>
<td>Students, Coaches</td>
<td>September 2018-June 2019</td>
<td>Teachers, Coaches, Office of Leadership</td>
</tr>
<tr>
<td>Teachers will provide differentiated learning opportunities in order for their students to feel supported and challenged with the use of formative assessments.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Coaches, Administrators</td>
</tr>
<tr>
<td>Through the Showcase initiative, students will have the opportunity to build their vocabulary through tiered vocabulary centers.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Coaches, Administrators</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Throughout the year, parent workshops will be provided to ensure parents have the resources necessary to help build their children’s vocabulary skills at home. Thinking Maps will be used during parent workshops to help foster...
vocabulary development at home. Teachers will also share at-home strategies with parents during Parent Engagement opportunities.

**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.

- Ready Gen Resources/ Performance Based Assessments
- Performance Based Assessment Tracking Sheets
- Student Friendly Performance Based Assessment Rubrics
- Coaches

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<td>X</td>
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<td>21st Century Grant</td>
<td>SIG</td>
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<td>Other</td>
</tr>
</tbody>
</table>

**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, March and June. By February 2019, there will be a .2 increase in the average score of the vocabulary component in writing from September to February. Teachers will determine how many of their students have shown progress and plan next steps for instruction.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Ready Gen Aligned Teacher Created Opinion Performance Based Assessments

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

There is no perfect literacy program. What matters most is teacher skill, adaptation of our literacy curricula, and attention to student learning. An analysis of June 2018 Running Records indicates that 67% of students are reading on or above grade level. Since 33% of our students are reading below grade level, we must continue to modify our literacy program through the further implementation of small group instruction. The use of formative assessments allows teachers to quickly group students, to provide targeted instruction, and to accelerate learning. Formative assessments authentically guide instruction and are far more important than summative assessments. Through small group instruction, students will receive meaningful feedback about their ideas and responses. During guided reading, students are empowered to take more ownership over their learning and are more willing to share their opinions. Throughout the school year, students will receive effective feedback so that they could articulate their next steps for success. Additionally, small group work develops student autonomy.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 productive daily instruction teachers will redefine their literacy blocks in order to allow time for students to engage in Guided Reading as well as independent learning activities. By June 2019, 75% of students will be reading on or above grade level as measured by Running Records.
### Part 3a – Action Plan

#### Activities/Strategies

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>TeachersSeptember 2018-June 2019</td>
<td>Teacher Teams Administrators</td>
</tr>
<tr>
<td>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).</td>
<td>TeachersSeptember 2018-June 2019</td>
<td>Teachers Coaches</td>
</tr>
<tr>
<td>Monthly teacher team agendas will provide time for teachers to analyze student reading levels and to plan for next steps. Teachers will submit ideas for grade level agendas that focus on a problem of practice.</td>
<td>TeachersSeptember 2018-June 2019</td>
<td>Teachers Administrators</td>
</tr>
<tr>
<td>With the help of formative assessments, teacher teams will adapt and adjust the Ready Gen Curriculum through the development of Guided/Independent Reading strategies and the implementation of Learning Centers.</td>
<td>TeachersSeptember 2018-June 2019</td>
<td>Teachers Coaches</td>
</tr>
<tr>
<td>Students will be offered resources and insights that specifically address their individual learning needs. (Guided Reading, Differentiated Activities) In turn, students will be able to demonstrate their independence through the achievement of on grade level and/or above grade level assessments.</td>
<td>StudentsSeptember 2018-June 2019</td>
<td>Teachers Literacy Coaches</td>
</tr>
<tr>
<td>Professional Development focusing on best practices for Guided Reading and Small Group Strategy Lessons will be provided throughout the year.</td>
<td>TeachersSeptember 2018-June 2019</td>
<td>Coaches</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

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 reading strategies.

### 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.

- Teacher’s College Running Records
- Monthly Parent Calendars
- Monthly Teacher Team Agendas
- Coaches
- Parent Coordinator

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

**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 2019, 70 percent of students will be reading on or above grade level as measured by Running Records. Teachers will evaluate these results and explore best practices, and plan collaboratively for next steps.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Running Records

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 2018 School Quality Guide indicates that there is a need to focus our attention to building trust within our community. Trust is essential to an effective team since it fosters a positive work environment. Trust builds creativity, collaboration, and productivity. During the 2018-19 school year, we will focus on empowering teachers to communicate openly through productive discourse. Teacher teams will be encouraged to create Team Charters and Team Rubrics to allow for increased productivity and open communication. All team members will meet weekly to discuss team progress in relationship to student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, will increase from 3.27 to 4.0 as measured by the NYC Survey.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators will work with individual teachers to develop an increased understanding of Charlotte Danielson's Competency, 4e.</td>
<td>Administration September 2018-June 2019</td>
<td>• Administrators</td>
</tr>
<tr>
<td>Administrators will meet with all teachers to provide teachers with targeted feedback that will empower teachers to reflect upon their pedagogy.</td>
<td>Administration September 2018-June 2019</td>
<td>• Administrators</td>
</tr>
<tr>
<td>Administrators will guide teachers through one on one coaching sessions, Team Building Workshops, and through our Inter-Visitation Program.</td>
<td>Teachers September 2018-June 2019</td>
<td>• Administrators • Coaches • Teachers</td>
</tr>
<tr>
<td>Teachers will be encouraged to attend and turnkey QPN and citywide professional development opportunities.</td>
<td>Teachers September 2018-June 2019</td>
<td>• Coaches, Administrators • Queens Plaza North PD Facilitators • Administrators • Teachers</td>
</tr>
</tbody>
</table>

Teacher Teams will be encouraged to monitor student progress through weekly Teacher Team Agendas, Team Charters, and Team Rubrics.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent meetings and workshops will keep parents informed on the progress of our school goals, mandated requirements and new school initiatives. Parents will be empowered to actively participate in the education of their children through flexible meeting times in the parents' preferred language. Our School Leadership Team will focus on using summative assessment data to improve upon student achievement levels.

### 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.

- Coaches
- Teacher Team Agendas
- PD Committee
- Family Workshops

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>X</td>
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<td>21st Century Grant</td>
<td>SIG</td>
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<td>C4E</td>
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<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, 90% of teachers will have trust in the administration as well as in each other as measured by an internal Mid Year Trust Survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

NYC Survey and Internal Trust Survey

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The home-school partnership is critical to our ongoing success as a school. Research shows that family empowerment in schools improves student achievement. Students with involved families earn higher grades and develop stronger social skills. Although family attendance has been exceptionally strong during all school events (Tuesday Parent Engagement, Parent Teacher Conferences, Parent Workshops, Family-Teacher Events), we must continue to find ways to further empower parents. According to the 2017 NYC Survey (Q4c), 91% of parents state that they have communicated with their child’s teacher about their child’s performance. This result represents a missed opportunity since our teachers usually initiate the interaction. Parents tend to wait for their child’s teacher to make contact. During the 2018-19 school year, we will offer parents empowerment opportunities to increase communication between the home and the school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a .35 point increase (from 3.59 to 3.94) in our total Strong Family-Community Ties score as measured by the NYC Survey.
### Part 3a – 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:

- Evidence-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).

- **Target Group(s):**
  - Evidence-based instructional programs, professional development, and 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).

- **Timeline:**
  - **Start and end date:**
    - Parents, Students: September 2018 - June 2019
    - Cultural Workshops: September 2018 - June 2019
    - Monthly "What's Happening At PS 12Q?" calendars: September 2018 - June 2019

- **Key Personnel:**
  - Teachers
  - Coaches
  - Parent Coordinator
  - Administrators
  - Coaches
  - Parent Coordinator

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>School events will be designed towards positive parent engagement opportunities by creating a learning environment that honors student diversity and builds upon student strengths.</td>
<td>Parents, Students</td>
<td>September 2018- June 2019</td>
<td>Teachers, Coaches, Parent Coordinator, Administrators</td>
</tr>
<tr>
<td>Parents will be asked to volunteer for these events: Cook Shop, Educational Parent School Trips, Parent ENL Classes, Family-Teacher Events</td>
<td></td>
<td></td>
<td>Coaches, Parent Coordinator</td>
</tr>
<tr>
<td>Cultural Workshops will recognize the importance of the native language and customs in the social-emotional growth of all students.</td>
<td>Parents, Students</td>
<td>September 2018- June 2019</td>
<td>Teachers, Coaches, Parent Coordinator, Administrators</td>
</tr>
<tr>
<td>Monthly &quot;What's Happening At PS 12Q?&quot; calendars will keep parents informed on what their children will be learning in all content areas.</td>
<td>Parents</td>
<td>September 2018- June 2019</td>
<td>Coaches, Teachers</td>
</tr>
<tr>
<td>Parent Workshops aligned to the Common Core Learning Standards will empower parents with at-home strategies.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Coaches, Parent Coordinator, Teachers</td>
</tr>
</tbody>
</table>

Parent Engagement focused on student sub groups
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Established partnerships with Maspeth Town Hall and Participatory Budgeting Committee help to support family and community engagement. Parents will be informed of these partnerships at our monthly PA meetings.

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.

- Coaches
- Parent Coordinator
- Family-Teacher Events
- Tuesday Parent Engagement

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, we will review our parent empowerment programs to maximize participation in school wide events.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Internal Family Surveys

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo</a>.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | ● Running Records  
   ● ELA State Assessment Results  
   ● ReadyGen Performance Based Assessments  
   ● Tier I Progress Results | AIS Teachers and Coaches  
   ● Thinking Maps  
   ● Strategy Lessons  
   ● Guided Reading  
   ● Fundations  
   ● Intervention by Design  
   ● Leveled Literacy Intervention | ● Small Groups  
   ● One to One  
   ● Small Group  
   ● Small Groups with 3\textsuperscript{rd} to 5\textsuperscript{th} Graders | ● Throughout the School Day  
   ● Before School  
   ● After School |
| **Mathematics**                            | ● State Math Assessment Results  
   ● Go Math! Assessments | AIS Teachers  
   ● Go Math! RTI  
   ● Math In Focus | ● Small Group  
   ● One to One  
   ● Small Group  
   ● Small Group | ● Throughout the School Day  
   ● After School  
   ● Throughout the School Day |
<table>
<thead>
<tr>
<th>Tier I Progress Results</th>
<th>Hands on Approach using Math Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Afterschool Math Program</strong></td>
<td></td>
</tr>
</tbody>
</table>
| - Harcourt CCLS  
| - Go Math! Reteach  
| - Math Manipulatives  
| **SETSS**  
| - Math in Focus |
| Science | Tier I Progress Results |
| AIS Teachers |  
| - Guided Reading  
| - Intervention By Design  
| - Info Pairs  
| Amplify |
| Social Studies | Tier I Progress Results |
| AIS Teachers |  
| - Guided Reading  
| - Intervention By Design  
| - Info Pairs |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher/Parent Recommendations |
| Project Wisdom |  
| - Anxiety Management  
| - Respect for All Series  
| - The Best Me I Can Be Series  
| - Character Education Workbooks |
| - Small Group  
| - One to One  
| - Throughout the School Day |
| ● On Your Way to School Success Workbook |  |  |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

Not Applicable
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

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

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

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

- 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.
- 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 times 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.
- 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 the administration to discuss areas of concern and next steps for school-wide improvement.

4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, 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 consolidated\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$54,921.00</td>
<td>X</td>
<td>Sections 4,5 A-E and 7</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$49,457.00</td>
<td>X</td>
<td>Sections 4 and 7</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$46,798.00</td>
<td>X</td>
<td>Sections 5 A-D and 7</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>NA as of 8/13/18</td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$7296,799.00</td>
<td>X</td>
<td>Sections 4 and 5 A-E</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>Parent Involvement Policy (PIP) Template</td>
</tr>
<tr>
<td>JAMES B. COLGATE, P.S. 12 QUEENS</td>
</tr>
<tr>
<td>42-00 72 ND STREET</td>
</tr>
<tr>
<td>WOODSIDE, NY 11377</td>
</tr>
<tr>
<td>Stephanie Moskos Susan McGraw Mary Laddomada Jean Romano</td>
</tr>
<tr>
<td>Principal Assistant Principal Assistant Principal Assistant Principal</td>
</tr>
</tbody>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall objective of our PIP policy is to develop a parent program that will ensure meaningful family involvement.

P.S. 12 James B. Colgate, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy. The school’s policy is designed to keep parents informed by actively involving them in planning and in decision-making by supporting the education of their children. Parents are encouraged to participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.
Support for Parents and Family Members of Title I Students

P.S. 12 James B. Colgate 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;

· Educating parents with information and strategies 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 preferred languages;

· 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.

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

**Encouraging School-Level Parental Involvement**

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 effective parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;

- Supporting Family Learning Events;

- Establishing a Parent Resource Center/Area and 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 parents’ preferred languages;

**School-Parent Compact (SPC)**

School-Parent Compact (SPC)
P.S. 12Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA) has implemented a School-Parent Compact to strengthen the connection and support of student achievement between the school and the home. Staff and parents participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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 ESSA
  - Respecting cultural, racial and ethnic differences;
  - Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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 afternoons;

- 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;
I. School Responsibilities: Providing Parents Reasonable Access to Staff

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, Parent Workshops, and Family-Teacher Events

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming, respectful environment for parents and families;
- Assisting parents in understanding academic achievement standards and assessments, and how to monitor their children’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for focused communication, collaboration and partnering will all members of the school community;

I. School Responsibilities: Providing General Support to Parents

- 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

II. Parent/Guardian Responsibilities:

- Become involved;
- 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

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Student Responsibilities:</td>
</tr>
<tr>
<td>· Attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>· Complete homework and submit all assignments on time;</td>
</tr>
<tr>
<td>· Show respect for self, other people and property;</td>
</tr>
<tr>
<td>· Try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>· Follow the school rules</td>
</tr>
<tr>
<td>· Take responsibility for actions (personal behavior and ownership over learning)</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 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 OTIPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- 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):
- Before school
- After school
- Saturday academy

Total # of ELLs to be served: 

Grades to be served by this program (check all that apply):
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

111
Part B: Direct Instruction Supplemental Program Information

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

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 III Friday Literacy Program will target all ELLs (including stalled ELLs, SWD's as well as entering/emerging/transitioning/expanding/commanding ELLs) in grades 3-5 who are reading below grade level and/or approaching grade level standards through the scaffolding of complex texts. Current Running Records and/or 2018 State Test Proficiency Scores will be utilized for placement into the program. The following reading strategies will be integrated into the program: Finding the Main Idea and Details, Developing Vocabulary in Context, Sequencing, Comparing and Contrasting, Concluding and Making Inferences. We will engage ELLs through the consideration of all 4 language modalities: reading, writing, listening, and speaking. The program will begin on Friday, December 7th and go through the end of March. The language of instruction will be English. Certified ENL 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 no more than 15 students. High quality common core materials from Rally (All Together Complex Reading in Context) will be purchased for our After School Literacy Program. Through the scaffolding of complex texts ELL’s will
- Develop Fluency and Comprehension
- Increase Reading Motivation and Build Confidence
- Work Collaboratively in Groups by Using Discussion Techniques to Build Comprehension Skills

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. Students will be taught to provide text evidence when answering questions.

After School Math:
Our Wednesday and Thursday Title III Math Program will target ELLs (including stalled ELLs, SWD's as well as transitioning, expanding, and commanding ELLs) in grades 3-5 performing below and/or approaching grade level standards in Mathematics. The program will begin on Wednesday, December 5th and go through the end of March. Instruction will be provided in English and will align to our GO MATH Curriculum. Current Beginning of the Year GO MATH Assessments and/or 2018 State Test Proficiency Scores will be utilized for placement into the program. Our After School Mathematics Program will focus on building math fluency and word problem solving skills. Certified ENL teachers will be teaching the After School Math Program which starts at 2:20 pm and ends at 3:45 pm. There will be six After School Mathematics groups, each group will consist of 15 students. In addition, high quality common core materials from Rally
Part B: Direct Instruction Supplemental Program Information

(Becoming a Better Math Student) will be purchased. These materials are supplemental to those used during the school day.

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.

ENL Teachers will provide direct instruction as well as small group differentiated instruction.

For three consecutive years, PS 12Q has been a Showcase School for Literacy Centers. Our After School Programs will embed the Learning Center Model in both Math and in ELA. Additionally, the ongoing success of our Title 111 programs are evidenced by following statistics: PS 12Q is 11 points better than the city in ELA proficiency levels (58% 3/4s) and 25 points better than the city in Math proficiency levels (68% 3/4s).

The parents of identified students will be notified about these programs in their home language. Attendance will be taken to ensure all students targeted for these programs are attending each session. Parent meetings will be scheduled when necessary and translators will be provided when needed. After School Teachers will be encouraged to facilitate one workshop (out of four) geared towards their After School Students.

Part C: Professional Development

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

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

Begin description here: ______

ENL teachers involved in these programs will receive ongoing professional development/support related to the content in these programs by our coaches, administrators as well as through QPN Workshops. Our ENL teachers frequently attend PD workshops offered throughout the year. ENL professional development takes place every Monday for a minimum of 80 minutes from 2:20 to 3:40 pm during the re-purposed time.

The ENL Teacher Team develops monthly agendas and uses these agendas to reflect upon as well as improve upon instructional outcomes. ENL teachers regularly communicate ENL strategies to the teaching community at large. The ENL Teacher Team is well-respected as a key school resource. Administrators expect to observe shared strategies while conducting observations. The impact of these strategies will be monitored via Competency 4e, Growing Professionally.

Additionally, a monthly ENL newsletter will focus all teachers' attention to ENL Strategies:

### Part C: Professional Development

Monthly Teacher Team agendas will include: targeting stalled ELLs, using data to differentiate instruction, unpacking grade appropriate texts to develop student independence, developing student vocabulary through questioning/discussion and writing as well as the importance of classroom teacher and ENL teacher collaboration. Additionally, ENL teachers will participate and turnkey best practices during our monthly teacher-led PDs culled from workshops they attend. Teacher-led PDs will be guided and monitored via the PD Committee. The names of the certified ENL teachers who will facilitate these Teacher Led workshops are: L. Keenan, J. Matte, E. Shire, T. Valletona, C. Saccheri, J. Burr and M. Wagner.

### 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 re-purposed time, parents are invited to attend workshops that are geared to student achievement. Workshops have included Math Help, Fundations for Parents, Book of the Month Activities, and Native Language Read Alouds. For the 2018-19 school year, our school library will be opened for parents on Mondays, Wednesdays, and Fridays for the first two periods of the school day.

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

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

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

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

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

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 fliers disseminated by our Parent Coordinator, coaches, and teachers. For the 2018-19 school year, we have purchased School CNXT so that parents can get school-wide messages in their preferred languages.

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
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<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<td></td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>012</td>
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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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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<tbody>
<tr>
<td>Stephanie Moskos</td>
<td>Jean DiPietro-Romano</td>
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<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
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<tr>
<td>Debbie Pellegrino</td>
<td>Roxanna Rivas</td>
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<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tr>
<td>Nikki Karadais/Third Grade</td>
<td>Marie-Isabel Arevalo</td>
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<th>Parent Coordinator</th>
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<td>Jessica Soto/Fifth Grade</td>
<td>Nicole Scarpitta</td>
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<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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<tbody>
<tr>
<td>Angela DeCarlo</td>
<td>Giuvela Leisengang</td>
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<table>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<tbody>
<tr>
<td>Madeline Chan</td>
<td>Lawrence Pedergast</td>
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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 not 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 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 not 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] | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)  Yes ☑  No ☐
  If yes, indicate language(s): Spanish
- Dual language program (DL)  Yes ☐  No ☑
  If yes, indicate language(s):
- Freestanding ENL  Yes ☑  No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We believe that non-ELLs as well as current ELLs should experience identical assessments since we expect all of our students to meet the 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. At times, these type of teacher created assessments are more appropriate for ELLs than standardized testing formats. Consequently, our teacher teams collaborate to tailor assessments to include a variety of different assessments suitable for ELLs.

   The following assessments are administered to all of our students including our ELLs:
   - Running Records 4 times per year
   - End of Unit Performance Based Writing Assessments: 6 times per year

Total number of students in school (excluding pre-K) | 1220 | Total number of ELLs | 360 | ELLs as share of total student population (%) | 29.51%
Our assessment data has supported the need to differentiate instruction according to reading level. Although our running records indicate that the majority of our ELLs are approaching grade level standards, our ELLs still experience difficulty in responding to higher order thinking questions. Our ELLs need strategies to build fluency and comprehension in reading, and vocabulary to improve upon their writing skills. Our data also tells us that our 4-6 year ELLs need earlier intervention reading strategies to unpack and to respond to complex texts as well as to decipher multi-step math problems. Additionally, newcomer ELLs in grades 3-5 experience difficulty with number sense and we recognize that there is a need for re-teach strategies and differentiated instruction.

2. What structures do you have in place to support this effort?
   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 (Pre-writing, Drafting and Revising, Editing).

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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. 12Q fully understands the need to evaluate our ELL programs in order to prepare our ELLs for college and career readiness. Our ELLs partake in all P.S. 12 assessments.
   
   The following summative assessments are administered to our ELLs:
   -NYC ELA Performance Tasks in Grades K-2
   -NYC Math Performance Tasks in Grades 1-5

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

   For the 2015-2016 school year, 180 students achieved English proficiency on the NYSESLAT which represents 30% percent of students taking the NYSESLAT.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   PS 12Q has many structures in place to address interventions based upon the data:
   -Early Morning and After School ELL Program
   -During the school day small group instruction
   -During the school day parallel teacher model
   -During the school day tiered literacy centers
5. How does your school use 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 Performance Based Assessments, 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 are purchased to service Tier II and Tier III students (SPIRE, Wilson and Rewards Programs). The RTI Team meets twice per month to review student progress. During our RTI meetings, we discuss and analyze student work products as well as summative assessment results. Our AIS teacher uses the Rewards Program to develop fluency skills with our upper grade ELLs.

Additionally, 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.

The P.S.12 Q administration strongly believes that targeted and thoughtful instruction is at the core of ELL success.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?

([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

2016 NYSITELL Grade K:
41 students scored at the Expanding Level
23 students scored at the Transitioning Level
15 students scored at the Emerging Level
30 students scored at the Entering Level

2016 NYSESLAT Grade 1
41 students scored at the Commanding Level
62 students scored at the Expanding Level
14 students scored at the Transitioning Level
8 students scored at the Emerging Level
12 students scored at the Entering Level

2016 NYSESLAT Grade 2
65 students scored at the Commanding Level
50 students scored at the Expanding Level
19 students scored at the Transitioning Level
2 students scored at the Emerging Level
4 students scored at the Entering Level

*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.

2016 NYSESLAT Grade 3:
31 students scored at the Commanding Level
<table>
<thead>
<tr>
<th>Level</th>
<th>Students Scored</th>
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<tbody>
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<td>Expanding Level</td>
<td>23</td>
</tr>
<tr>
<td>Transitioning Level</td>
<td>12</td>
</tr>
<tr>
<td>Emerging Level</td>
<td>3</td>
</tr>
<tr>
<td>Entering Level</td>
<td>10</td>
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</table>

*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 CCLS.

2016 NYSESLAT Grade 4:
- 29 students scored at the Commanding Level
- 16 students scored at the Expanding Level
- 10 students scored at the Transitioning Level
- 2 students scored at the Emerging Level
- 11 students scored at the Entering Level

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

2016 NYSESLAT Grade 5:
- 14 students scored at the Commanding Level
- 26 students scored at the Expanding Level
- 9 students scored at the Transitioning Level
- 3 students scored at the Emerging Level
- 7 students scored at the Entering Level

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

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Every September, all teachers receive P.S. 12 created rosters highlighting two years of NYSESLAT student data. All teachers utilize this data to formulate instructional groups.

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**Part IV: ELL Programming**

**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 instructed 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 are placed in self-contained ENL classrooms to provide them with further support. Second year proficient students are 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 integrated (180 min each unit). The Emerging students instructional time begins with 2 units of study per week (360 minutes). Stand Alone ENL instruction which includes .5 unit of study in ENL (90 min), Integrated 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 minutes). .5 unit of study in ENL/ELA (90 minutes). .5 unit of study Stand-Alone ENL or Integrated 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 ELL) 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 integrated 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 25% 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 integrated (180 min each unit). For an Emerging student instructional time begins with 2 units of study per week (360 minutes). Stand Alone ENL instruction which includes .5 unit of study in ENL (90 min), Integrated 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 minutes). .5 unit of study in ENL/ELA (90 minutes). .5 unit of study Stand-Alone ENL or Integrated 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 ELL) 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/Next Generation Standards 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 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. In the event that a student’s education is interrupted, we provide additional family support during frequent parent engagement activities, including Native Language support. The pupil accounting secretary maintains records of these students and partners with our Attendance Teacher to follow DOE protocols. The administration of P.S.12Q 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 pre-writing activities, modeling, shared writing, and word walls. Long Term ELLS may be offered AIS, Wilson Reading, 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 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 proficient in BICS, ENL teachers scaffold literacy development, with an emphasis on CALP, 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 academic 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/Promethien 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. 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.
7. 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 decoding skills that break down complex multi-syllable words. P.S.12Q uses the Wilson, Rewards, and Fundations Programs via our classroom teachers to support the instruction of letter sound relationships.
* 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 especially 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.

8. 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 trained instructors, in small groups. ELLs in Grades 3-5 who are Advanced/Commanding in Speaking/Listening and who struggle with decoding, spelling, and fluency participate in the program.
* Our intervention programs are conducted in English. We do however provide counseling services in Spanish, Bengali and in Chinese for our ELLs who struggle academically.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

During the 2018-19 school year, we will continue to adjust the Parallel Teaching Model during ENL Push-In periods. Additionally, we have purchased the NYC Core Curriculum Passport Social Studies program, offering our ELLs access through multiple points of entry (visual, auditory and discussion).

10. If you had a bilingual program, what was the reason you closed it?
11. 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 and Rewards Reading Programs: For students who are transitioning to commanding 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 ELA Program for ELLs in grades 2-5
* Teacher Tutoring AM/PM
* 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
* Free Standing After School Programs for all students: Boy Scouts and Maspeth Town Hall

12. 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 2017-2018 school year, we used the Pearson ReadGen Program for literacy and the GO MATH Program for mathematics. Both programs are aligned to CCLS/Next Generation Standards 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, 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, Lexia and Reading Eggs are four software programs that assist our ELLs in developing fluency and content area knowledge.
* In addition, all classrooms have been equipped with Smart Board/Promethian Technology to enhance the language development of our students.
* Computer carts on every floor offer our ELLs easy access to technology.

13. How is home language support assessed and 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:

* 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 2017-18 school year, we continued 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 components.
* GO MATH has been purchased in Spanish and in English for our bilingual classes
14. 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. 12Q uses amplification/scaffolding strategies through high interest trade books for ELLs who struggle to meet grade level standards.
* ENL 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

P.S.12 does not share a building.

16. 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. 12Q 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. During the 2016-2017 school year, teachers collaborated to developed a Newcomer Tool Kit. This Newcomer Tool Kit was successfully utilized during the 2017-2018 school year and will be available for use during the 2018-2019 school year.

17. What language electives are offered to ELLs?
There are no language electives offered to our ELLs.

18. 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)?

Not applicable

**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 and non-pedagogic staff.) 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?
  * 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 problem of practice, goals, cycles of inquiry.
  * 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.

Our professional develop plan is inclusive of all staff including but not exclusive to; paraprofessionals, guidance counselors, parent coordinator, and speech therapists

*During the 2017-2018 school year, ENL Teachers participated in a series of several workshops geared towards preparing ELLs to meet the CCLS/Next Generation Standards.

Examples of Monthly ENL Professional Development Newsletter Agendas for the 2018-2019 school year were as follows:

* September: Directed Reading/Thinking Activity
* October: Mathematically Speaking Fractions
* November: Differentiation Ideas for Multi-Level Text
* December: SQ4R
* January: ENL 2018 NYSESLAT Noticing and Implications
* February: Adjective Valentines
* March: Kinesthetic Vocabulary
* April: Personalized Speaking
* May: Dictogloss
* June: Identifying and Writing Language Objectves

2. 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 school meets the PD requirements as per CR Part 154 as follows:
- Monthly Teacher Team Agendas highlighting Problem of Practice, Goals, and Cycles of Inquiry.
- Monthly Faculty Calendars indicating Monthly In-House PDs including Teacher-Led PDs. On a monthly basis, teachers select from 5 In-House PDs.
- PD Committee that organizes In-House PDs.
- All teachers are encouraged to attend PDs facilitated by our borough support center. Teachers who attend “outside” PDs complete a “This Is What I Learned” form. Teachers who attend workshops are also required to turn-key strategies to their peers.
- Peer Inter-Visitation Program: All teachers complete a “This Is What I Do Best” form and all teachers are encouraged to participate in our Peer-Inter-Visitation Program to share best practices.
- Demonstration Lessons facilitated by 2 Coaches
- Well Paced Observations and Timely Feedback
- For the 2018-19 school year, the following Monthly ENL Professional Development Newsletters will be as follows: Vocabulary from a Picture, Visual Thinking Strategy Methods, Creating A Classroom Culture for Structured Interactions, Interactive Reading Guide, Corners, Oral Cloze, Concentric Circles Strategies, and Academic Language
- Agendas and attendance records will be kept in the main office.
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?

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. 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. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Teacher Teams and Coaches maintain attendance records of parent meetings and workshops.

P.S. 12Q 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 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. We work collaboratively with the school community offering the parents of our students many strategies to strengthen the academic successes of their children.

*During the 2017-2019 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.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Stephanie Moskos, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Stephanie Moskos</td>
<td>Principal</td>
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<td>6/26/18</td>
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<tr>
<td>Jean DiPietro-Romano</td>
<td>Assistant Principal</td>
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<td>Nicole Scarpitta</td>
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<tr>
<td>6/26/18</td>
<td>Parent Coordinator</td>
<td>Astrid Murillo</td>
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<tr>
<td>6/26/18</td>
<td>ENL/Bilingual Teacher</td>
<td>Maria Isabel Arevalo</td>
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<tr>
<td>6/26/18</td>
<td>Parent</td>
<td>Nikki Karadais/Third Grade</td>
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<td>6/26/18</td>
<td>Teacher/Subject Area</td>
<td>Jessica Soto/ Fifth Grade</td>
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<tr>
<td>6/26/18</td>
<td>Teacher/Subject Area</td>
<td>Debbie Pellegrino</td>
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<tr>
<td>10/13/17</td>
<td>Coach</td>
<td>Georgette Hernandez</td>
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<td>6/26/18</td>
<td>Coach</td>
<td>Roxanna Rivas</td>
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<td>6/26/18</td>
<td>School Counselor</td>
<td>Madeleine Chan</td>
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<td>6/26/18</td>
<td>Superintendent</td>
<td>Giuvela Leisengang</td>
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<td>Field Support Center Staff Member</td>
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**School Name:** James B. Cogate  
**School DBN:** 24Q012
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole</td>
<td>Scarpitta</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>No</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
The documents that are typically translated and distributed include many school wide and/or grade specific correspondences. This communication may include but is not exclusive to parent orientation 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, when they will occur, and plans to provide interpretation at those meetings.

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.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

For the 2018-19 school year, we have purchased a new communication system (School CNXT). Parents will be able to access this new communication system through their cell phones in the case of an emergency. The communication will be transmitted in the parents’ preferred language.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All personnel receive professional development so that parent communication can be effective, purposeful and accurate. This includes the use of in-house translators, hired translators and the DOE Language Line. This information is also located in the Parent Coordinator’s office, the main office as well as the ENL Assistant Principal’s office. Teachers are provided with step by step instructions on the use of the DOE Language Line at the beginning of the year.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.