



**[THE BERGEN BEACH SCHOOL)
2009 - 2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: PS 312

ADDRESS: 7103 AVENUE T, BROOKLYN, NEW YORK 11234

TELEPHONE: 718-763-4015

FAX: 718-531-2796

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 312 **SCHOOL NAME:** The Bergen Beach School

SCHOOL ADDRESS: 7103 Avenue T, Brooklyn, NY 111234

SCHOOL TELEPHONE: 718 763-4015 **FAX:** 718-531-2796

SCHOOL CONTACT PERSON: Linda Beal-Benigno **EMAIL ADDRESS:** lbeal@schools.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Debra Quigley

PRINCIPAL Linda Beal-Benigno

UFT CHAPTER LEADER Rosemary Serra

**PARENTS' ASSOCIATION
PRESIDENT** Christine Kronening

STUDENT REPRESENTATIVE
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (sso) INFORMATION

DISTRICT: 22 **SSO NAME:** JUDITH CHIN

SSO NETWORK LEADER: JULIA BOVE

SUPERINTENDENT: MARIANNE FERRARA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

| Name | Position/Constituency Represented | Signature |
|--------------------|--|-----------|
| Linda Beal-Benigno | *Principal | |
| Rosemary Serra | *UFT Chapter Chairperson | |
| Christine Kroening | *PA President /Title 1 Parent Representative | |
| | | |
| Rosaria Mattioli | DC 37 Representative, if applicable | |
| Adriana Cardillo | UFT/Paraprofessional | |
| Debra Quigley | UFT/Teacher | |
| Elayne Dougherty | UFT/Secretary | |
| Lisa Dittman | Parent/Grades 4,5 Rep/SLT Chairperson | |
| Tanisha Morgan | Parent/Grades Pre-K and 1 Rep | |
| Sharyn Selden | Parent/Special Education, ELL Rep | |
| Linda Guglielmo | Parent/Gifted and Talented Rep | |
| Angela Sett | Parent/Grades 2,3 Rep | |
| | | |

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S.312 is a unique school in many ways. It is located in the Bergen Beach section of Brooklyn adjacent to the Anthony Genovesi Environmental Studies Center. This Pre-K-5 schools serves an ethnically diverse population of approximately 924 students. In addition to its every-increasing general education population, which has 10 Eagle (gifted) classes and 20 Regular Education classes, our school includes 7 Collaborative Team teaching classes, and 3 self-contained Special Education classes which are 12:1:1. Our school has served as a model for the District 22 Least Restrictive Environment Initiative and was one of the first schools to implement a Collaborative Team Teaching Program.

For the 2009-10 school year P.S. 312 will continue to implement the New Continuum through an array of services which include: Professional Development, Parent Involvement, and Preparation Time. Student Supports include: ELL Services, Speech Providers, School Based Support Team, Guidance Counseling, Occupational Therapy and Physical Therapy, Hearing Education and Vision Education. Parents are apprised of all Due Process rights and are involved in all aspects of assessment. The programs in place, which will continue, are Special Class Services and Collaborative Team Teaching, which include a General Education teacher with a Special Education teacher. Emphasis will be placed on increasing the achievement levels of Special Needs students through demonstration lessons, inter-visitations and professional development with a focus on Literacy and Math. The Pupil Personnel Committee, as well as, the Academic Intervention Committee will continue to identify at-risk students and meet with teachers and support staff to discuss and implement intervention strategies. We will be placing emphasis on progress in the areas of Literacy, Math, Science and Social Studies.

An important aspect of PS 312 in addition to raising student achievement is our arts program. Art-music- theater-dance are key ingredients to our unique environment.

The student population was heterogeneously grouped during the 2008-09 school year. The student body is served by 1 principal, 2 assistant principals, 1 IEP Coordinator, 1 math coach, 2 AIS teachers, 1 Library Media coordinator, a School Based Support Team, 28 paraprofessionals and 2 full time secretaries. Our staff includes a pedagogical staff of 66 teachers. Of the 66 teachers, all are fully licensed and permanently assigned to this school. 76% have more than 5 years teaching experience and 96 % hold a Masters Degree. There are currently 10 Special Education teachers on staff. We have maintained low class registers in Grades 1 and 2 with an average class size of 20 students. Our plan is to continue this initiative and to extend it to the upper grades wherever possible.

Parent volunteers are a vital part of the school wide collaborative partnership at P.S. 312. Our active Parents' Association (PA) conducts general and executive meetings, family activities, fundraising events and parenting workshops. Parents serve as volunteers to various school staff and assist daily in the library, computer lab and as hall security patrol. We have utilized our Learning Leaders in and out of the classrooms. The PA serves as liaison to numerous Community School Board and Central Board committees and on the School Leadership Team. To provide information and communicate with parents, the PA maintains a drop-in parents' room, and parents' bulletin board and publishes Viewpoints a school wide newsletter. Our Parent Coordinator has taken on a huge role in our school.

She acts as a liaison between the staff and the parents. Our Parent Coordinator fosters parent involvement by working closely with all parents, school and community organizations. The Parent Coordinator helps create a welcoming school environment to parents by convening meetings and events around topics of key concerns to parents. Our Parent Coordinator will network with other schools to increase available resources for parent workshops. The Parent Coordinator will help address parents' questions and concerns by referring them to school or regional staff.

The P.S. 312 family works hand in hand with the community. Our school enjoys a close relationship with the Anthony Genovesi Environmental Studies Center. Classes in Grades K-5 participate in hands – on science workshops throughout the school year. Our staff works with students from local Junior and Senior high schools in programs such as Teen-Tutoring, City in Schools and the Madison Law Program. We train student teachers from institutions such as Saint Joseph's College, Saint Francis College, Brooklyn College, Kingsborough, Touro and Hofstra University. During 2008-09 we participated in various charitable events, such as the Saint Jude Math-a-Thon, City Harvest Drives and a Support our Troops Campaign. We also were involved in fund raising activities for ASPCA, Garden of Dreams, St Jude's, and the Susan G. Komen Foundation.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|-----------------------|-------------|---------|---|--------------|----------|----------|
| School Name: | P.S. 312 Bergen Beach | | | | | | |
| District: | 22 | DBN: | 22K312 | School BEDS Code: | 332200010312 | | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | | 11 |
| | K | √ | 4 | √ | 8 | | 12 |
| | 1 | √ | 5 | √ | 9 | | Ungraded |
| | 2 | √ | 6 | | 10 | | √ |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 |
| Pre-K | 61 | 63 | 61 | | 94.2 | 94.7 | 94.9 |
| Kindergarten | 126 | 133 | 133 | | | | |
| Grade 1 | 145 | 128 | 148 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 132 | 130 | 138 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 3 | 128 | 132 | 157 | | 96.0 | 96.4 | 96.4 |
| Grade 4 | 132 | 132 | 157 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 156 | 133 | 136 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 6 | 0 | 0 | 0 | | 37.1 | 37.4 | 34.9 |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 8 | 0 | 0 | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 9 | 0 | 0 | 0 | | 1 | 7 | 14 |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 11 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 12 | 0 | 0 | 0 | | 4 | 3 | 3 |
| Ungraded | 1 | 2 | 2 | Special Education Enrollment: | | | |
| Total | 881 | 865 | 914 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | | | | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| # in Self-Contained Classes | 36 | 24 | 31 | Principal Suspensions | 15 | 25 | 24 |
| # in Collaborative Team Teaching (CTT) Classes | 59 | 65 | 63 | Superintendent Suspensions | 4 | 3 | 1 |
| Number all others | 45 | 49 | 56 | Special High School Programs - Total Number: | | | |
| <i>These students are included in the enrollment information above.</i> | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | | | | CTE Program Participants | 0 | 0 | 0 |
| English Language Learners (ELL) Enrollment: | | | | Early College HS Program Participants | 0 | 0 | 0 |
| (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Teachers | 63 | 64 | 69 |
| # receiving ESL services only | 48 | 34 | 32 | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | 4 | 0 | 0 | Number of Administrators and Other Professionals | 5 | 25 | 26 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 10 | 9 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 98.6 |
| | | | | % more than 2 years teaching in this school | 77.8 | 79.7 | 87.0 |
| | | | | % more than 5 years teaching anywhere | 68.3 | 73.4 | 72.5 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 83.0 | 83.0 | 87.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.9 | 98.8 | 92.7 |
| American Indian or Alaska Native | 0.2 | 0.5 | 0.4 | | | | |
| Black or African American | 27.7 | 29.0 | 31.3 | | | | |
| Hispanic or Latino | 8.6 | 8.1 | 6.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 4.8 | 4.0 | 3.6 | | | | |
| White | 58.7 | 58.4 | 57.7 | | | | |
| Male | 53.1 | 52.5 | 52.0 | | | | |
| Female | 46.9 | 47.5 | 48.0 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | | | | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|-----|--|--|------------------------|--|--|--|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | IGS | | | ELA: | | | |
| Math: | IGS | | | Math: | | | |
| Science: | IGS | | | Graduation Rate: | | | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | Grad Rate |
|--|-------------------------|----------|----------|-----------------|----------|-----------|
| | ELA | Math | Science | ELA | Math | |
| All Students | √ | √ | √ | | | |
| Ethnicity | | | | | | |
| American Indian or Alaska Native | - | - | | | | |
| Black or African American | √ | √ | √ | | | |
| Hispanic or Latino | - | - | - | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | |
| White | √ | √ | √ | | | |
| Other Groups | | | | | | |
| Students with Disabilities | √ | √ | - | | | |
| Limited English Proficient | - | - | - | | | |
| Economically Disadvantaged | √ | √ | √ | | | |
| Student groups making AYP in each subject | 5 | 5 | 4 | 0 | 0 | 0 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | |
|---|------|--|----|
| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
| Overall Letter Grade: | A | Overall Evaluation: | NR |
| Overall Score: | 87.1 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment: | 11 | Quality Statement 2: Plan and Set Goals | |
| <i>(Comprises 15% of the Overall Score)</i> | | Quality Statement 3: Align Instructional Strategy to Goals | |
| School Performance: | 21.6 | Quality Statement 4: Align Capacity Building to Goals | |
| <i>(Comprises 30% of the Overall Score)</i> | | Quality Statement 5: Monitor and Revise | |
| Student Progress: | 51.5 | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | |
| Additional Credit: | 3 | | |

| | |
|---|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| | ◇ = Outstanding |
| | NR = No Review Required |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

In student performance the results of the 2008-2009 progress report indicates that a score of 21.6 was achieved. This is an increase of 2.9 in student performance from 2007. In student progress the 2008-2009 progress report indicates that 51.5 was achieved. This is an increase of 18.3 in student progress from 2007-2008. In overall score the 2008-2009 progress report indicates that 87.1 was achieved. This is an increase of 21.9 points in the overall score. In school environment the results of the 2008-2009 progress report indicates that a score of 73% was achieved. In school environment these results are the same as the 2007-2008 progress report. We made substantial progress and as a result we received an "A" on the progress report. We received a well developed score in our quality review for 2008-2009. We are a school in Good Standing. Our greatest accomplishments are observing our students excel academically and in the Arts. We enrich our academics by enhancing the "Arts" We encourage our students to be respectful of the earth and their future. We have participated in the following:

- Music Memory-Silver and Gold winners
- Ezra Jack Keats Book Making- Contest winner
- Young Playwrights- Contest winner
- Ballroom Dancing at Senior Citizens Center
- Chorus and Band Performance
- Annual Performance of grade 5 Theater Repertory Company
- Service Learning projects for various charities in collaboration with Jane Goodall's " Roots and Shoots" organization.

Our AIS will service the students who fall below the standards in Literacy and Math. In order to reach our ultimate goal of increasing our students' reading stamina we will continue to implement a full balanced literacy program. The time spent on Independent Reading will be maintained along with conferencing on a daily basis. The teachers will use item analysis from indicators, unit tests, benchmark assessments, interim assessments and predictives to drive instruction. This data will enable teachers to develop Guided Reading groups as well as strategy groups according to the needs of the individual students. Teachers will provide differentiation throughout the day. We will continue to implement a 90-minute literacy block incorporating daily writing activities in all classes including Special Education and English Language Learners. A trained Literacy Assistant Principal will provide professional development in the components of balanced literacy and the use of scientifically based research strategies. Classroom libraries will be expanded in each classroom with emphasis placed on non-fiction Science and Social Studies trade books. We will be placing a strong emphasis on moving our level three students to level four and making sure our level four students stay at their proficiency levels especially in grade five. We have noted that our Kindergarten guided reading levels

have improved steadily over the past few years. Our writing has been strengthened with additional journal entries. Our Special needs students are evidencing progress as measured by Scantron or Performance Series.

Our AIS will service students who do not meet the standards in math. Teachers will use a To, With and By approach utilizing manipulatives and cooperative/interactive learning in order to improve understanding of Math concepts. Teachers will provide daily experiences in extended response problem solving. Weekly quizzes, monthly benchmarks, standardized and unit test results and Item analyses from Predictives and ITA's will be used to target specific areas of need and remediation throughout the year. Professional development opportunities for teachers on scientifically based strategies and instructional methods will be provided regularly.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: To increase student progress in Literacy

Objective: By June 2010, there will be 5% increase in the students in grades 4-5 who gain 1 year of progress as measured by NYS ELA, Predictives, ITA's and Informal Assessments.

Reading:

**Classroom libraries, supplemented by the Making Meaning Program, F& P Phonics Lessons, Now I Get It- comprehension Kit, Comprehension Tool Kit, Teachers college- Units of Study Planning Guide- Pacing and Alignment Calendar
120 minute Literacy Block**

Components of a Balanced Literacy Program:

- **Independent Reading:** Students read a book at their independent level. The teacher confers with students during this time (approximately 30 minutes)
- **Shared Reading:** Short text (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text. The text is chunked by the teacher to model specific reading skills.
- **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies and habits of good readers.
- **Word Study:** depending upon grade, it may be phonics or word study including prefixes and suffixes, root words, word families, etc.
- **Guided Reading:** the teacher leads small group instruction based on assessed needs.
- **Strategy Groups**

Ongoing staff development for teachers, coaches and school administrators.

Goal 2: To increase student progress in Math

Objective: By June 2010 there will be a 5% increase in students in grades 4-5 who gain one year of progress as measured by NYS Math Assessments, Predictives, ITA's and Informal Assessments.

Math:

**Everyday Mathematics supplemented by Math Steps
Planning Guide – NYS Curriculum and Pacing Calendar**

Math Block: 60 minutes

- Warm Up
- Mental Math
- Teaching Lesson
- Ongoing Learning and Practice/Math Journal
- Extra Practice/Enrichment/Minute Math
- Games/Skills Practice/Test Prep
- Embedded Assessment: On going Assessment; Product Assessment – Looking at student work; Periodic Assessment – Unit/Midyear/End of Year Assessment

Professional Development, including:

- School Based Professional Development Team, which includes Principal, Assistant Principals, Three Day Math Coach and other essential participants who will demonstrate outstanding practices to other teachers in the school.
Ongoing Professional Development for all teachers, coaches and school administrators.

Goal 3: To increase student progress in Social Studies

Objective: By June 2010 there will be a 5% increase in the number of students in Grade 5 who score level 4 as measured by NYS Social Studies assessments and informal assessments.

Social Studies:

Social Studies is provided through coordinated, systematic studies focusing on concepts of history, geography, economics, civics, and citizenship and government. In order to implement the goals of the standards, we use a balanced Literacy approach (themes and genre studies). Each class will continue to use the Scott-Foresman leveled book libraries. The Houghton Mifflin /Harcourt Series is implemented. DBQ's, shared readings, assessments, transparencies are only a few of the components that accompany this series. The fourth grade uses the Harcourt Trade book text set to enhance learning.

Ongoing Professional Development is provided for all teachers, coaches, and school administrators.

Goal 4: To increase student progress in Science

Objective: By June 2010 there will be a 5% increase in the number of students in grade 4 who scored level 4 as measured by NYS science assessments and informal assessments.

Science:

Science instruction is provided by classroom teachers as well as by one Science cluster teacher. Our program is based on the Standards. The “Science Harcourt School Science- NYC Edition” is used in all of the grades. It is a hands/on, experiment- based program. Science instruction is integrated into Balanced Literacy. We have an ongoing relationship with the Environmental Center which includes Family School Nights and numerous class visits. We have purchased Science Guided Reading books for each class to supplement our resources. Our Science cluster uses FOSS kits on every grade and supplementary videos.

Ongoing Professional Development is provided for all teachers, coaches, and school administrators.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Progress-Reading

| | | |
|---|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, there will be a 5% increase in the students in grades 4-5 who gain one year of progress as measured by NYS ELA, Predictives, ITA’s and informal assessments.</p> | |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Reading -- All Students in grades 3-5, including ELL, Special Education, General Education and Gifted. To provide continued Professional Development in Literacy, particularly in comprehension/cognition and the teaching of Literacy. Plan books, Faculty conferences, Grade Meetings, Learning Walks and inquiry team meetings will address various aspects of literacy teaching and learning. Professional Learning Communities will be developed during and after school to encourage learning teams of 2 or more to meet to review data, student work, plan, develop lessons, and participate in study groups. Through author studies and genre studies</p> | |

students will read a minimum of 25 books throughout the year.

- As part of a Balanced Literacy Program, children will participate in daily Shared reading, Guided reading, Independent reading, Read Aloud and Word study. (90 minutes daily)
- Teachers will continue to implement Making Meaning, Comprehension Tool Kit , Now I Get It, Gear Up, Phonics Lessons- Letters, Words, and How They Work and Teacher Created Grade Curriculum Binders. Teachers will implement Essentials in Testing
- Teachers will facilitate literature circles, book clubs and will continue to promote accountable talk.
- Paraprofessionals will implement “poetry lessons” to reinforce comprehension and fluency.
- Students will maintain daily reading logs to reinforce good reading habits.
- Classrooms will be stocked with class libraries to support author and genre studies, as well as content based trade books.
- Two AIS providers will support through push-in and pull-out programs.
- After school programs, summer school, AIS programs and inquiry students will participate in extensive intervention programs.
- Full-time Inclusion program, self contained special ed classes and ELL push-in, pull-out programs
- Ongoing staff development provided by Administrators
- Computer websites and software, such as

| | | |
|---|---|--|
| | <p>LEXIA</p> <ul style="list-style-type: none"> - Parent workshops - Developing home and school partnerships - Comprehensive Approach to Balanced Literacy Handbook (CAB) | |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Title 1-Professional Development-AP's-Improved Teacher Quality Library Teacher AIS Literacy Teacher Literacy Para Per Session Teacher and Para- Library “Parent Involvement” Per Session and Per Diem teacher- Professional Development Fair Student Funding-materials</p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>From September 2009 – June 2010 – The following Action Plan will take place:</p> <p>Predictives, Acuty, Performance Series Print-Out – Analysis of results of each assessment October (1% increase) April (3.5% increase) June (5% increase) Classroom performance/authentic assessment</p> <p>Unit Reading Tests Students will submit Reading Logs for teacher review Standards-Based Portfolios Teachers will post a record of books read by each student Conference Notes Fountes and Pinnell Benchmark Assessment Kit Interim Goal – Projected Gains: by December 2009, 2.0% of 4th and 5th graders who didn't achieve one year of progress will</p> | |

| | | |
|--|--|--|
| | show progress towards meeting their goal. | |
|--|--|--|

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Progress-Math

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010 there will be a 5% increase in the students in grades 4-5 who gain one year of progress as measured by NYS Math Assessments, Predictives, ITA’s, and Informal Assessments.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>All Students in grades 4- 5, including ELL, Special Education, General Education and Gifted. To provide continued Professional Development in Mathematics, particularly in Math Strategies and Geometry. To identify Master teachers, conduct demo lessons and set up inter-visitation to view and take on best practices. Student’s math journals will evidence of mathematical vocabulary, skills and strategies. Students will regularly articulate in an oral and/or written response to teachers, peers and families what they are learning in Math and how they can set future goals Implementation of Everyday Mathematics and Math Steps providing remediation and enrichment as well as grade level materials. Math computer programs, Acuity, Performance Series will be used to target and practice flexible math groups based on needs and skill levels. Classroom math centers and games incorporated to enhance lessons. Full time Inclusion and Special Education classes Parent Workshops – Family Math Night Math Coach (model lessons, co-teach, and plan) Daily routines – on-going temperature and weather charts, calendar, growing number line, used daily. Problem Solving – Steps and strategies used when responding to problems Professional Development opportunities by our assistant principals and outside sources such as LSO On going Staff Development by a trained math specialist within the school Teacher will facilitate lessons providing opportunities for students who are struggling as</p> |

| | |
|--|--|
| | <p>well as those moving at a fast pace</p> <p>Math centers</p> <p>Computer web sites</p> <p>Computer programs- , Renzulli</p> <p>Classroom teachers, Clusters, and AIS providers</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Contract for Excellence- Math Coach (Teacher Per Session)</p> <p>Title 1- Professional Development/Asst. Principals- Improved Teacher Quality</p> <p>Teacher Per Session</p> <p>Teacher Per Diem</p> <p>Fair Student Funding- materials</p> |
| <p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>From September 2009-June 2010 the following action plan will take place:</p> <p>Predictives, Acuity, Performance Series print-out – analysis of results of each assessment. Update focus plans according to data obtained from periodic assessments in</p> <p>October (1.5% increase)</p> <p>December (2.0% increase)</p> <p>April (3.5% increase)</p> <p>June (5.0% increase)</p> <p>Math Journals will be collected and reviewed by the administration to note math skills and strategies. Students “Week in Review” notebooks and goal setting sheets will reflect concepts taught and learned.</p> <p>Inter-visitations among colleagues will take place during common preps.</p> <p>Learning Walks will take place with emphasis on students ability to verbalize what skills they are working on.</p> <p>Interim Goal- Projected gains: By December 2% of 4th and 5th grade students who didn’t achieve one year of progress will show progress towards meeting their goal.</p> |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Progress Social Studies

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, there will be a 5% increase in the number of students in grade 5 who score level 4 as measured by NYS Social Studies assessments and informal assessments.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Houghton Mifflin Harcourt Social Studies Student materials Mayas, Incas, and Aztecs Primary Source Collection Exploration Primary Source Collection Canada Primary Source Collection Pioneers Primary Source Collection United States Government and Civics Primary Source Collection Social Studies supplemental trade book classroom library Use of Rand McNally Social Studies materials Use of Scott Foresman Resource Kits Use of Literature to integrate Literacy and Social Studies- Big Books (Literacy Room) Reader’s Theater- Geography, Women’s Rights, Civil War, American Revolution, Slavery Pertinent DVD’s- Colonial Life, Geography, Slavery, Citenship Hands on History Kits</p> <p>Nystrom Junior Classroom Atlas Programs</p> |

| | |
|--|---|
| | <p>Professional Development And Parent workshops Social Studies cluster AIS Use of computer web sites and software to support and extend Social Studies curriculum Scott Foresman Social Studies Leveled Readers Bookshelf Collection</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Social Studies Cluster-Title 1 and Fair Student Funding Materials- Fair Student Funding Title 1- Professional Development Teacher Per Session and Per Diem</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>From September. 2009 to June 2010 the following action plan will take place: Prior Social Studies State exams will be administered in during the school year</p> <p>October (1 % increase) November (21/2 % increase) February (4% increase) June (5% increase)</p> <p>Unit Tests Standards-Based Portfolios Conference Notes</p> <p>Interim goal- projected gains By December 2009, 21/2 % of 5th graders who didn't score a level 4 will show progress towards meeting their goal.</p> |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Progress- Science

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, 2010 there will be a 5% increase in the number of students in grade 4 who score level 4 as measured by NYS science assessments and informal assessments.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Harcourt Science- School Science- NYC Edition We have selected New York City Science K-5, a nationally recognized program, for its core curriculum in Science. The following curriculum for Kindergarten through Grade 5 is based on the New York City Science manual. This program provides a strong conceptual framework and a well-defined teaching strategy that focuses on hands on science.</p> <p>Use of Scott Foresman Resource kits. Use of Literature to integrate Literacy and Science- Big books Scott Foresman Science leveled Readers Bookshelf Collection Discovery Education- Video footage/Nature Channel Videos Delta Science Modules Foss Kits: Measurement/Electricity/Magnetism/Water/Pebbles, Sand, Silt/Physics of Sound</p> |
| | <p>Science Cluster-Fair Student Funding Title 1- Professional Development-Teacher Per Session and Per Diem Fair Student Funding-Materials</p> |

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

From September 2009-June 2010 the following action plan will take place:

NYS Science Assessments will be given quarterly

October- Teacher made Science assessment (1.5 % increase)

December- Teacher made Science assessment (2 1/2 increase)

April- NYS Science Assessment 2009 (4% increase)

June- NYS Science Assessment 2010 (5.0% increase)

Science Journals will be collected and reviewed by the administration to note science skills and strategies. Students "Week in Review" notebooks and goal setting sheets will reflect concepts taught and learned. Inter-visitations among colleagues will take place during common preps. Learning Walks will take place with emphasis on students ability to verbalize what skills they are working on.

Interim goal-projected gains By December 2009, 2% of the 4th graders who didn't score a level 4 will show progress towards meeting their goal.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3,&7. 9 (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement- Year 1 and Year 2, Corrective Action(CA)- Year 1 AND Year 2, and Restructured Schools, must complete Appendix 5.. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 24 | 24 | N/A | N/A | 2 | 8 | 3 | |
| 1 | 24 | 24 | N/A | N/A | 1 | 1 | 6 | |
| 2 | 24 | 24 | N/A | N/A | 2 | | 5 | |
| 3 | 50 | 45 | N/A | N/A | | | 2 | 12 |
| 4 | 44 | 30 | 7 | 7 | 1 | 1 | 3 | 12 |
| 5 | 23 | 30 | 9 | 9 | 3 | 4 | 2 | 3 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | |
|--|---|
| | focuses on improving computation, problem solving and test taking skills. Pre and post tests are administered and help to drive instruction. We primarily use a research based program by Kaplan to improve test scores. |
| Science: | AIS Science is provided during the school day by the classroom teacher. An item analysis of the 4 th grade Science exam helps to drive instruction. Small groups, center activities, computer web sites, software and research projects help to support instruction for fifth grade students performing below the state designated level. The Science cluster offers small group instruction during the month of April and May to those struggling students. |
| Social Studies: | AIS Social Studies is provided during the school day by the classroom teacher. Small groups, center activities, computer web sites, software and research projects help to support instruction for at risk fifth grade students. We plan to continue this intervention as it has proven to be successful. |
| At-risk Services Provided by the Guidance Counselor: | At risk students are seen 1:1 and in a small group during the school day. Play therapy, behavior modification and therapy are used. Writing is also used for the expression of feelings. Relaxation and counting techniques are used to alleviate frustration and anger and to increase impulse control. |
| At-risk Services Provided by the School Psychologist: | At risk students are seen 1:1 and in a small group during the school day. Play therapy, behavior modification and therapy are used. Writing is also used for the expression of feelings. Relaxation and counting techniques are used to alleviate frustration and anger and to increase impulse control. |
| At-risk Services Provided by the Social Worker: | At risk students are seen 1:1 and in a small group during the school day. Play therapy, behavior modification and therapy are used. Writing is also used for the expression of feelings. Relaxation and counting techniques are used to alleviate frustration and anger and to increase impulse control. |
| At-risk Health-related Services: (Wilson) | The IEP coordinator meets a group of six students during the day. As an experienced special education teacher, she provides support to our at risk students in our 12:1:1 classes. She also pushes in to our collaborative Team Teaching classes to offer additional support. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | |
|---|------------------------------------|
| SSO/District /22 | School PS 312 |
| Principal Linda Beal–Benigno | Assistant Principal Diane Denning |
| Coach April Carnella | Coach April Carnella |
| Teacher/Subject Area Chris Karas | Guidance Counselor Preseam Collins |
| Teacher/Subject Area Janet– Markowitz–Reading | Parent Sharon Seldon |
| Teacher/Subject Area | Parent Coordinator Carol Pino |
| Related Service Provider | SAF Jeanette Reed |
| Network Leader Julia Bove | Other |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

| | | | | | |
|---|---|--|---|--|---|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/FL Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|-----|----------------------|----|---|-------|
| Total Number of Students in School | 926 | Total Number of ELLs | 26 | ELLs as Share of Total Student Population (%) | 2.81% |
|------------------------------------|-----|----------------------|----|---|-------|

Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number)
 African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

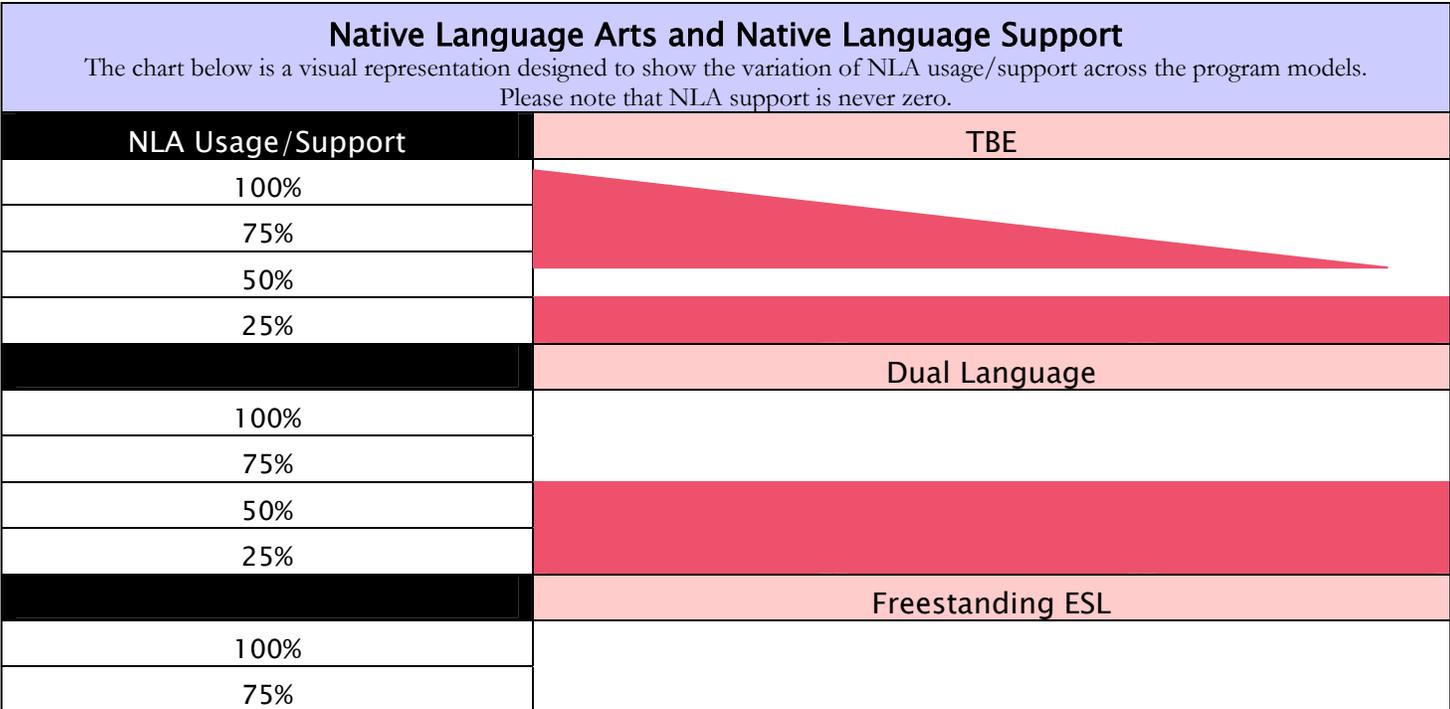
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
|----------------|---|---|---|---|---|---|---|---|---|-------|
| Spanish | 0 | 0 | 1 | 2 | 0 | 0 | | | | 3 |
| Chinese | 1 | 0 | 1 | 2 | 0 | 0 | | | | 4 |
| Russian | 5 | 1 | 1 | 1 | 1 | 1 | | | | 10 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 1 | 0 | | | | 1 |
| Arabic | 0 | 0 | 2 | 0 | 0 | 0 | | | | 2 |
| Haitian Creole | 1 | 1 | 0 | 0 | 0 | 0 | | | | 2 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Polish | 0 | 0 | 0 | 1 | 0 | 0 | | | | 1 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Other | 0 | 2 | 0 | 1 | 0 | 0 | | | | 3 |

Programming and Scheduling Information

| | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| TOTAL | 7 | 4 | 5 | 7 | 2 | 1 | 0 | 0 | 0 | 26 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| FOR ALL PROGRAM MODELS | | | |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS | | | |
| Native Language Arts | 90 minutes per day | 90 minutes per day | 45 minutes per day |



| | | | |
|-------------|------------------|---------------------|-----------------|
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Beginner(B) | 5 | 0 | 1 | 0 | 0 | 0 | | | | 6 |
| Intermediate(I) | 2 | 3 | 2 | 5 | 0 | 0 | | | | 12 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 0 | | 0 | | 4 | | 4 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 0 | | 0 | | 0 | | 0 | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------------|-----------------------------------|-----------|-----------------|
| Diane Denning | Assistant Principal | | |
| Carol Pino | Parent Coordinator | | |
| Chris Karas | ESL Teacher | | |
| Sharon Selden | Parent | | |
| Janet Markowitz- Reading | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| April Carnella-Math | Coach | | |
| | Coach | | |
| Preseam Collins | Guidance Counselor | | |
| | School Achievement Facilitator | | |
| | Network Leader | | |
| | Other | | |
| | Other | | |

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Filename: 22K312 LAP Worksheet 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K312
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 12/23/2009 10:59:00 AM
Change Number: 2
Last Saved On: 12/23/2009 10:59:00 AM
Last Saved By: Admin
Total Editing Time: 1 Minute
Last Printed On: 3/8/2010 4:42:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,782 (approx.)
Number of Characters: 32,964 (approx.)

Team Members

| | | |
|---------------------|----------------|-------|
| Principal | Linda Benigno | _____ |
| Assistant Principal | Diane Denning | _____ |
| ESL Teacher | Chris Karas | _____ |
| Parent Coordinator | Carol Pino | _____ |
| Related Services | Lorraine Moore | _____ |

P.S. 312 is a unique school in many ways. It is located in the Bergen Beach section of Brooklyn adjacent to the Anthony Genovesi Environmental Studies Center. It is a school which historically, has had students achieve at the highest levels academically. We are proud of our past achievements and know that with all members of the school community working together, student achievement, at the highest levels, will continue. In addition to its ever increasing general education population, which has 11 Eagle (gifted) classes and 17 Regular Education classes, our school includes 7 Collaborative Team teaching classes, and 3 self-contained Special Education classes which are 12:1:1. Our school has served as a model for the District 22 least Restrictive Environment Initiative and was one of the first schools to implement a Collaborative Team Teaching program. This PreK-5 school serves as an ethnically diverse population of approximately 916 students and represents immigrants from Korea, Israel, Haiti, Russia, China, Yemen, Egypt, Puerto Rico, Mexico, and Poland. About 2.8% of the students are English Language Learners. The total # is 26. Their native language backgrounds included, Spanish, Chinese, Russian, Urdu, Arabic, Polish, Hebrew, Haitian Creole and Italian.

The ELL Students Demographics are as follows:

- Grade K-total number of ELLs: 7
- Grade 1- total number of ELLs: 4
- Grade 2- total number of ELLs: 5
- Grade 3- total number of ELLs: 7
- Grade 4- total number of ELLs: 2
- Grade 5- total number of ELLs: 1

The number of Students by Grade in each Language group:

- Grade K (Russian 5, Chinese 1, Haitian Creole 1)
- Grade 1 (Russian 1, Hebrew 2, Haitian Creole 1)
- Grade 2 (Russian 1, Chinese 1, Arabic 2, Spanish 1)
- Grade 3 (Russian 1, Chinese 2, Polish 1, Italian 1, Spanish 2)
- Grade 4 (Ukrainian 1, Urdu 1)
- Grade 5 (Spanish 1, Arabic 1)

The number of Students by Grade and Proficiency Levels:

- Grade K (Beginner 5, Intermediate 2, Advanced 0)
- Grade 1 (Beginner 0, Intermediate 3, Advanced 1)
- Grade 2 (Beginner 1, Intermediate 2, Advanced 2)
- Grade 3 (Beginner 0, Intermediate 5, Advanced 2)

- Grade 4 (Beginner 0, Intermediate 0, Advanced 2)
- Grade 5 (Beginner 0, Intermediate 0, Advanced 1)

When a newly enrolled ELL student arrives at P.S. 312, a Home Language Identification Survey is completed at registration. If a language other than English is spoken a member of our intake team is called down to conduct an interview. Our intake team consists of: Chris Karas, ESL teacher, and Susan Friedman and Janet Markowitz (trained teachers), and translators; Talitha Fain (Spanish), Pierre Jean (Haitian Creole), Diana Oquendo (Spanish), Tammy Mazrachi (Hebrew), Chris Karas (Greek). Shortly after if the home language is determined to be a language other than English, the LAB-R is administered, and the families of eligible students are invited to an orientation meeting. We carefully monitor the attendance at this meeting. The principal, assistant principal, ESL teacher and parent coordinator are present at this orientation. To help the parents make the best program selection, a video is shown in their native language that provides information on the three program choices followed by a question and answer period. If a video is not available in their native language a translator is present. Forms and native language brochures are also sent home to all parents who are unable to attend the orientation and make-up sessions are on-going. The school's parent coordinator calls parents to make sure they have returned all of the forms and also to address any concerns parents may have. Within 10 days of eligibility determination the orientation, program selection and placement occur. Over to past three years, the trend has been for parents to select a Free standing ESL pull-out program. This year one parent out of ten chose free standing ESL as their first chose.

At P.S. 312, we have a free standing ESL pull-out/ push in program which incorporates the balanced literacy frame work and the use of the workshop model. Within this balanced literacy framework, students learn to read and write by phonemic awareness, word recognition/phonic strategies, fluency, background knowledge and vocabulary, comprehension strategies and motivation. These skills are taught using shared, independent, small group and the use of read alouds.

Our ESL team provides a five day support service to our students in English, needed by our ELL students to achieve and maintain a satisfactory level of academic performance. Based on the five day schedule, our beginning and intermediate level students receive 360 minutes or eight periods per week. Our advanced students receive 180 minutes or four periods, of instruction per week. Our former ELLs are invited to the ELL After School Enrichment Program and are given testing accommodations for two years.

The language instruction is aligned to ESL\ELA standards. Instruction is differentiated to address each child's individual needs and level of proficiency. Newcomers and future SIFE students will be brought up in PPC and AIS meetings. Instruction will include all or some of the following: Extended day ESL instruction, After School Title III ELL Enrichment, Foundations, Wilson and New Heights. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. According to the standards, in Kindergarten we teach our students to hold the book right side up. They follow with a finger pointing to each word as it is read. They give reactions to the book by stating evidence. They listen carefully to each other and interactively respond to each other. In first grade we encourage our ELL population to explain why their interpretation of a book is valid. We have our students summarize books and describe in their own words. They state the new information they acquired from the text. Our students become proficient in incorporating drawings, diagrams, and other suitable graphics with written text. In addition, gestures, intonations, and role played voices with oral rendition. In grades two through five we have our students recall and summarize. Our students are expected to read aloud from familiar books with pauses and emphasis that signal the meaning of the text.

The ESL teacher will provide intensive language development activities utilizing scientifically based resource strategies. Professional Development is coordinated by our Professional Development Team. The team meets regularly to collaboratively combine ideas on effective professional development planning for teachers. The team provides professional development to strengthen the staff's knowledge in literacy, mathematics and other content areas as well as in effective classroom practices. In order to meet the needs of our ELLs we will continue to provide or plan the following professional development

- Provide teachers with P.D. in planning thematic units and incorporating different learning styles
- Continue to provide teachers with P.D. on high quality instructional practices for ELLs
- Provide teachers with P.D. on interventions for struggling ELLs
- Professional Development on how to use visual and realia tools

Our ESL programming is planned by flexible grouping of students according to their academic and linguistic needs. If we get a sufficient number of students (15 or more) a self-contained class will be created. With a smaller group of ELLs we offer either a push-in program where the ESL teacher works with the ELLs in collaboration with the regular classroom teacher or a pull-out program where ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition focused instruction. Our program reflects challenging content and well developed strategies that prepare our ELL population to communicate in English, think critically and effectively problem solve. We have designed our program to develop skills in the four modalities such as reading, writing, speaking and listening. Through the use of articulation forms, teachers express what is being covered in class and the ELL teacher uses this information to reinforce themes skills and units. With this information, ELL methodologies and strategies such as scaffolding, bridging, modeling, providing realia, using graphic organizers, visual aids, total physical response, sheltered English, phonic instruction, read alouds, guided reading and writing activities are used for maximum student achievement.

Collaboration with the classroom teachers serve to ensure curricula alignment and instructional improvement for the ELLs. The program uses a combination of instructional materials such as Big Books, small guided reading books and workbooks from three supplemented integrated ELL curriculum such as Option's Just Right Reading and Vocabulary Connections. In addition, the print rich ELL classroom is equipped with highly motivated multi-leveled and cross cultural books in our miniature library.

As indicated on the New York Start website 0% of students taking the Reading/Writing NYSESLAT (2009-2010) strand scored at the Beginning level, 30% scored at the Intermediate level, 27% scored at the Advanced level and 24% scored out on the Proficiency level.

NYSESLAT Proficiency Results –Overall

| GRADE | Total of ELLS | Intermediate | Advanced |
|-------|---------------|--------------|----------|
| 1 | 4 | 3 | 1 |
| 2 | 5 | 2 | 3 |
| 3 | 7 | 5 | 2 |
| 4 | 2 | 0 | 2 |
| 5 | 1 | 0 | 1 |

LAB-R Proficiency Results

| Grade | Total of ELLS | Beginner | Intermediate | Advanced |
|-------|---------------|----------|--------------|----------|
| K | 7 | 5 | 0 | 2 |
| 1 | 1 | 0 | 0 | 1 |
| 2 | 1 | 1 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |

| NYSESLAT Modality Analysis By Grade | | | |
|-------------------------------------|-----------|--------------------|--------------------|
| Grade | # of ELLs | Listening/Speaking | Reading/ Writing |
| 1 | 4 | 0 Int/0 Adv/4 Prof | 3 Int/1 Adv/0 Prof |
| 2 | 5 | 0 Int/2 Adv/3 Prof | 2 Int/3 Adv/0 Prof |
| 3 | 7 | 0 Int/1 Adv/6 Prof | 5 Int/2 Adv/0 Prof |
| 4 | 2 | 0 Int/0 Adv/2 Prof | 0 Int/2 Adv/0 Prof |
| 5 | 1 | 0 Int/0 Adv/1 Prof | 0 Int/1 Adv/0 Prof |

Data Analysis across proficiency levels reveals that students are strong in speaking and listening. The reading and writing modalities continue to be a challenge. These patterns across NYSESLAT modalities strongly suggest instruction needs to target reading and writing.

New York State- English Language Arts

| Grade | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|
| 3 | 0 | 3 | 0 |
| 4 | 1 | 3 | 0 |
| 5 | 0 | 0 | 0 |

New York State- Math

| Grade | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|
| 3 | 0 | 0 | 4 |
| 4 | 0 | 3 | 1 |
| 5 | 0 | 0 | 0 |

New York State – Science

| Grade | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|
| 4 | 0 | 0 | 4 |

New York State Alternate Assessment – None

The intervention services we are currently providing or plan to provide to ELLs, future SIFE, Newcomers, Long Term ELLs in alternate placement in Special Education and Transitional ELLs are as indicated below:

- AIS services (targeted instruction in listening, speaking, reading and writing in after school programs, Wilson, pull-out instruction from AIS teacher)
- Counseling services (group or individual based upon individual needs)Referral to Related Services (referrals to outside agencies for further interventions individual or family)
- Services will be provided as indicated on Individualized Education Plan (Collaborative Team Teaching related services) New materials include computer programs by Sunburst: Emergent Reader, and Knock Knock literacy skill building.

- Targeted Instruction (small group targeted instruction based upon individual assessed needs)-ESL teacher will become familiar with the Third grade Science standards and will be provided with Staff Development to understand the Scope and Sequence of third grade curriculum. The ESL teacher will embed Science vocabulary into her daily ESL lessons
- Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instruction)
- Pupil Personnel Committee (conferences among professionals are conducted to review student's cumulative records and recommend interventions)
- Transitional Services are offered for a period of one academic school year for "proficient" ELLs based on the NYSESLAT.
- Transitional students on our Focus Plans (which identify at risk students and the intervention plan that each teacher uses to achieve success)
- After school ELL Title III Enrichment for 25 weeks(Grades 1-2 and 3-5)/ twenty weeks (grade K) one day per week for 1 ½ hours.
- Extended day with additional ESL instruction by a certified ESL teacher.

We are committed to providing for the ongoing academic and linguistic needs of our ELL students. The varied needs of the students are met through differentiated instruction, flexible grouping of students, use of vocabulary development activities, pre and post reading/writing activities to enhance comprehension, modeled reading and writing activities to enhance comprehension and the use of instructional materials. We will assist in their cognitive development so that they can better achieve English language proficiency and academic success. We will continue to implement our Freestanding ESL program using the Push-In, Pull Out models in compliance with Part 154 of the Commissioner's Regulations. All ELL students will receive access to academic rigorous standards based instruction. To ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. ELLs will be included in standardized assessments under optimal testing conditions. In State assessments they will be given the testing accommodations allowed by State regulations. Our highly qualified program for English Language Learners will have appropriate and adequate staffing by a highly qualified ESL teacher who is fully licensed/certified. Our ESL teacher is knowledgeable in current trends and theories that affect the learning progress of ELLs, and she tailors her instruction to align with the needs of her students, taking into account the students' prior knowledge, cultural background and cognitive styles.

Our Parent Coordinator will continue to assist in increasing parental involvement by having letters to parents translated in their native languages, providing volunteer translators to assist in meeting and sending a monthly newsletter about school events and activities to parents. She will also assist at school events. Parents are invited to monthly meetings. Subjects such as mother/daughter night and father/parent night are conducted each year. Health awareness workshops are conducted as needed- such as H1N1. The parent coordinator conducts an outreach program and distributes surveys.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description (Although Part B is no longer required we have included it because it addresses information that is noted on the LAP worksheet.)

Type of Program: ___Bilingual ___X___ ESL ___ Both Number of LEP (ELL) Students Served in 2009-10 :26

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

At P.S. 312 we offer a free standing ESL Program. We serviced 26 children during the 2009-2010 school year. Our ESL teacher provides a five day service to our students in English, needed by our ELL students to achieve and maintain a satisfactory level of academic performance. Based on a five day schedule, our beginning and intermediate receive 360 minutes per week or eight periods. The advanced students receive 180 or four periods, of instruction per week. Our ESL programming is planned by flexible grouping of students according to their academic and linguistic needs. We have designed our program to develop skills in the four modalities such as reading, writing, speaking, and listening. Through the use of articulation forms, teachers express what is being covered in class and the ELL teacher uses this information to reinforce themes and units.

The number of Students by Grade and Proficiency Levels:

- Grade K (Beginner 5, Intermediate 2, Advanced 0)
- Grade 1 (Beginner 0, Intermediate 3, Advanced 1)
- Grade 2 (Beginner 1, Intermediate 2, Advanced 2)
- Grade 3 (Beginner 0, Intermediate 5, Advanced 2)
- Grade 4 (Beginner 0, Intermediate 0, Advanced 2)
- Grade 5 (Beginner 0, Intermediate 0, Advanced 1)
-

Programs and ELL sub group

Total 26

SIFE - None

Newcomers – K-7, 1-1, 2-1, 3-0, 4-0, 5-0

Number of ELLs in years 4 & 6

4 – 2, 5 – 1

Years of Service

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------|
| <u>0</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | years |
| 8 | 3 | 5 | 6 | 3 | 0 | 1 | = 26 |

Our ELL team provides a five day support service to our ELL students. The language of instruction is English. Our program reflects challenging content and well developed strategies for critical thinking and effective problem solving. ESL methodologies and strategies such as scaffolding, bridging, modeling, using graphic organizers, visual aids, total physical response, sheltered English, phonic instruction, read alouds, guided reading and writing activities are used for achievement. The language instruction is aligned with ESL/ELA standards and therefore high quality instruction for our students is implemented. Collaboration with classroom teachers ensures curricula alignment and instructional improvement for the ELLs. The Balanced Literacy framework and its components are a major part of our instruction.

Title III program at PS 312 will be implemented as a supplemental instructional after school program that would promote academic and linguistic improvement. The program will run 2 days a week for 1 ½ hours each day. The main curriculum areas will be teaching reaching and skill with the *Just Right Reading Intervention* series by Options (levels C-E), and various other materials, and enrichment through use of multi-media sources: Internet, video, music, books on cassette and balanced literacy. The children in grades K, 1 and 2 will be grouped together and will attend an after school program on Monday. The children in grades 3, 4 and 5 will be grouped together and attend an after school program on Wednesday. However, differentiated instruction will be used to address each student’s individual needs. The school will provide grade appropriate materials that are fully aligned with all City and State Standards. This year Reader’s Theater will be implemented as part of the Title III program

The teacher will apply for per session job per UFT contractual guidelines. The teacher will be fully certified and have at least three years experience in the classroom.

The class will not have more than 8 children to ensure that the children are given as much individual attention as needed. There will be ample utilization of leveled reading materials and writing journals.

The program will begin in October and run through April (depending on the funding, number of hours utilized and days in session).

By May 2010, all ELL students in grades 2-5 will improve language acquisition, reading skills and class participation through English instruction in vocabulary, idioms and expressions as measured by movement from at least one level of instruction to the next level and performance on standardized tests.

II. Parent/community involvement:

At the beginning of the year, once our students have been identified as eligible for program placement, we invite their parents to an orientation meeting where first a video is shown in their home language and then questions are answered before they make their program selection. Entitlement letters are distributed by the ESL teacher. Parent Surveys and program selection forms are distributed and collected during parent orientation. Makeup sessions are ongoing. Parent choice has been predominately for ESL services. In the event that this trend changes we would offer either bi-lingual or dual language programs as per parental preference. Currently we have an 8 week adult ESL program which we are offering to all of the parents of our ELL's. This program was designed to enable parents to acquire English and be able to assist their children with such tasks as homework, etc. In addition it assists parents in the translation of pertinent documents and information. It not only serves as enrichment for parents, but also as support for their child's English acquisition and academic growth.

The Title III program at P.S. 312 offers support to the parents' after school. Once a month the parents will be invited to the after school program. At that time the teacher will model strategies to the parents to help their children excel in reading, writing, and speaking in English.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

N/A

IV. Staff Development (2009-2010 activities):

The ELL teacher will provide intensive language development activities utilizing scientifically based resource strategies. Professional Development is coordinated by our Professional Development Team. This team meets regularly to collaboratively combine ideas on effective professional development planning for teachers. The team provides PD to strengthen the staff's knowledge in literacy, mathematics and other content areas as well as in effective classroom practices. In order to meet the needs of our ELL's we will continue to provide the following professional development:

- Provide teachers with PD in planning thematic units and incorporating different learning styles
- Continue to provide teachers with PD on high quality instructional practices for ELL's
- Provide teachers with PD on interventions for struggling ELL's
- Professional Development on how to use visual and realia tools
- Professional Development on using the new ARIS technology resource

From Sept. 09-June 10, General Ed and Special ED teachers who service ELL's will be trained by the ESL teacher in ESL methodologies monthly. They will receive 9 hours of training during the course of the school year. They will be trained and informed on the most current and effective ESL methodologies that should be practiced in their classrooms to best service and meet the needs of their ELL students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010

School Building: PS312 District 22

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

| Number of Teachers 2007-2008 | | | | Number of Teaching Assistants or Paraprofessionals*** | | Total |
|---------------------------------|----------------|---|----------------|---|----------------|-------|
| Appropriately Certified* | | Inappropriately Certified or Uncertified Teachers** | | | | |
| Bilingual Program | ESL Program | Bilingual Program | ESL Program | Bilingual Program | ESL Program | |
| | 1 | | | | | 1 |

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

In addition to the mandated 360 hours of ESL instruction, our newcomers receive an additional four hours during extended day as well as 1.5 hours in the Title III ELL Afterschool Enrichment Program per week.

Those ELL's receiving service 4-6 years are grouped together when they receive their 180 hours of mandated ESL instruction. These advanced students receive an additional 1.5 hours per week in the Title III ELL Afterschool Enrichment Program. Special Needs ELL's also receive an additional 1.5 hours of instruction in the Title III ELL Afterschool Enrichment Program. Our ESL teacher articulates with the Special Needs classroom teacher on a weekly basis to target individualized instruction to meet the needs of these children. Transitional support is given to ELL's who have reached proficiency on the NYSESLAT in the Title ELL Afterschool Enrichment Program. Improvements that will be considered for the upcoming year are instructional enhancement by use of cutting edge technology in the ESL classroom. A new Smartboard and two new desktop computers will be added. Our ESL teacher will receive professional development in these technologies. We do not plan to discontinue any of our existing ELL programs. ELL's are afforded equal access to all school programs. This is assured through translated correspondence to parents as well as specific time that is devoted to parent's of ELL's in workshops conducted by our ESL and translation specialist. Afterschool programs such as: sports and ballroom dancing are offered to ELL's. Supplemental services are offered to all ELL's in K-5 in the Title III Afterschool Enrichment Program. Native language support is delivered by use of bi-lingual dictionaries, homework help dictionaries, glossaries and storybook/readers available in the ESL classroom and the school library. These bi-lingual materials are level and age grade appropriate. Newly enrolled ELL students are welcomed by our ESL teacher and Parent Coordinator. Materials describing the programs are available at P.S. 312. Local community centers have information in various languages describing our programs. Pre-school instruction is available in our school. Translation and interpretation services are available at all parent meetings.

SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ 22

School Building: _____ 312

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|-------------------------|--------------------|---------------------|---------------------|------------------------|---------------------|
| 1 | From:8:10 To: 8:30 | Morning routines | Do Now and calendar | Check homework | Check homework | Check homework |
| 2 | From: 8:30 To: 9:10 | ESL push-in | ESL push-in | Shared Reading | Art | Writing |
| 3 | From 9:10 To: 9:55 | Individual reading | Guided reading | Individual reading | Interactive read aloud | ESL pull-out |
| 4 | From:10;00 To: 10:45 | Grammar/ word work | Music | ESL pull-out | ESL pull-out | Conferencing |
| 5 | From: 10:50 | Writer's workshop | ESL pull out | Math | Math | Word work |

| | | | | | | |
|-----------|--------------------------|----------------|-------------------|---------------------|--------------|-----------------------------|
| | To: 11:35 | | | | | |
| 6 | From: 11:50 To: 12:45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 7 | From: 12:50 To: 1:35 | Gym | Math | ESL pull-out | Science | ESL pull-out |
| 8 | From: 1:35 To: 2:10 | Social Studies | Writer's workshop | Science | Science | Social Studies Geography |
| 9 | From: 2:25 To: 3:07 | Extended day | Extended day | Extended day | Extended day | Early dismissal |
| 10 | | | | | | |

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ Number of Students to be Served: 26 LEP x Non-LEP

Number of Teachers 1 Other Staff (Specify) Supervisor /Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School Building Instructional Program/Professional Development Overview

TITLE III

Title III program at PS 312 will be implemented as a supplemental instructional after school program that would promote academic and linguistic improvement. The program will run 2 days a week for 1 ½ hours each day. The main curriculum areas will be teaching reading and writing skills with the *Just Right Reading Intervention* series by Options (levels C-E), and various other materials. There will be enrichment through use of multi-media sources: Internet, video, music, books on cassette and balanced literacy. The children in grades K, 1 and 2 will be grouped together and will attend an after school program on Monday. The children in grades 3, 4 and 5 will be grouped together and attend an after school program on Wednesday. Differentiated instruction will be utilized to address each student's individual needs. The school will provide grade appropriate materials that are fully aligned with all City and State Standards.

The teacher will apply for per session per UFT contractual guidelines. The teacher will be fully certified or have an ESL Masters and have at least three years experience in the classroom.

The class will not have more than 15 children to ensure that the children are given as much individual attention as needed. There will be ample utilization of leveled reading materials and writing journals. The program will begin in October and run through May. A parent involvement session is conducted monthly.

The title III program will be supervised by the Principal. A secretary is funded to remain in the office as well as do payroll.

By May 2010, all ELL students in grades 2-5 will improve math as well as language acquisition, reading skills and class participation through English instruction in vocabulary, idioms and expressions as measured by movement from at least one level of instruction to the next level and performance on standardized tests.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development will be delivered to all personnel who work with ELL’s including; Assistant Principals, bi-lingual/ESL Coordinator, General Education Teachers, Special Education Teachers, Paraprofessionals, Guidance Counselor, Psychologist, Occupational and Physical Therapists, Speech Therapists, Secretaries and the Parent Coordinator. As ELLs transition from one grade level to another the ESL teacher articulates with the new classroom teacher. The ELLs strengths and weaknesses are discussed and an instructional plan is made. Parent involvement at P.S. 312 is highly valued. Parents are invited into our classrooms during Open School Week and to join the Parents’ Association. Monthly workshops are given to all parents that are subject area specific, on literacy and health awareness issues. ELL parents are also offered monthly workshops by the ESL and Translation Specialists on topics of concern to them such as: school paperwork and notices, classroom practices, adult ESL, standardized test; ELA – Math – Science and NYSESLAT. We partner with the mayor’s office to offer “We Are Family” workshops. Our ELL parent’s needs are assessed via parent outreach by our Parent Coordinator and our ESL teacher. Parents are interviewed during Parent/Teacher Conferences as well as during Parent Orientation and Parent Workshops. Professional Development will be delivered by Ms. Karas (ESL Teacher) three times per year. The dates for these workshops will be:

11/9/09, 12/7/09, 2/8/09. Topics included will be the ELL identification process, the stages of second language acquisition, BICS and CALP, ESL instructional strategies and resources teachers can use in their classrooms to support ELLs.

Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience. Ell teachers will attend workshops provided by the DOE and ICI. These programs are included as part of our LSO subscription.

PDs I have attended

10/01/09 *NYSELSAT and Data Driven Instruction* NYC DOE (NYU)

10/15/09 *LAP Clinic/Title III* NYC DOE

11/3/2009 *Hands on Science for Grade 1* Bergen Beach Environmental Center

Future Workshops:

12/10/2009

CLSO Workshop: Understanding Second Language Acquisition and Instructional Strategies for Enriching Literacy Instruction for ELLs

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Parent/community involvement:

At the beginning of the year, once our students have been identified as eligible for program placement, we will invite parents to an orientation meeting where first a video is shown in their home language and then questions are answered before they make their program selection. Currently we have an 8 week adult ESL program which we are offering to all of the parents of our ELL's. This program was designed to enable parents to acquire English and be able to assist their children with such tasks as homework, etc. In addition it assists parents in the translation of pertinent documents and information. It not only serves as enrichment for parents, but also as support for their child's English acquisition and academic growth.

The Title III program at P.S. 312 offers support to the parents after school. Once a month the parents will be invited to the after school program. At that time the teacher and supervisor will model strategies to the parents to help their children excel in reading, writing, and speaking in English as well as mathematical and reasoning skills.

Oct-May

1. Literacy in the Home Language and Transference to Second Language Learning.
2. Reading Aloud to Your Child.
3. Resources Parents Can Use at Home to Support and Promote Language Learning.
4. What are BICS and CALP?
5. Using the Parent Homework Dictionaries.
6. Activities to Practice Language Learning at Home.
7. What is the NYSESLAT?
8. Summertime Activities for ELLs and Their Parents.

Form TIII – A (1)(b)

School: PS 312_____ BEDS Code: _____ 332200010312_____

**Title III LEP Program
School Building Budget Summary**

| Allocation Amount: | | |
|--|--|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | \$5,637.00 \$3,195.00 | \$5,637.00- Teacher Per Session- this includes monthly parent workshop session, as well as direct instruction to students 112 per session hours Grade 1-5 program- approx 22 weeks- Grades ½- Mondays-Grades 3-5- Wednesdays. Kindergarten program- approx 15 weeks Mondays \$3,195.00--Principal Per session-monitor, assist in program |

| | | |
|---|-------------|--|
| | \$138.00 | <p>implementation, parent involvement, selection and ordering materials, work with individual students. 61 per session hours</p> <p>\$138.00 Secretary to assist in opening of program/ 4 per session hours</p> |
| <p>Purchased services</p> <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | N/A | |
| <p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$4,500.00 | <p>Instructional And Enrichment Materials</p> <p><i>Empire State NYSESLAT Test Preparation</i> Student Books (Grades 1-4) by Continental Press, <i>Just Right Reading</i> by Options Publishing Inc., and <i>Reading Comprehension Practice Cards</i> (Grades 1-3 x 2 sets and Grades 4-5 x 2 sets), Multi-leveled Non-Fiction book sets (Grades 1-2 x 2 sets and Grades 3-4 x 2 sets) by Lakeshore</p> |
| Educational Software (Object Code 199) | N/A | |
| Travel | N/A | |
| Other | \$1,530.00 | For workshop refreshments, books and materials |
| TOTAL | \$15,000.00 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Surveyed teachers and parents and found that parents need help in supporting their children with homework. Parents also needed help when communicating with teachers via notes and reading various documents that are distributed throughout the year.

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

Through ongoing consistent communication, the Parent Coordinator, who works closely with all parents was able to inform me that written and oral translations are needed. Parents would like to be able to effectively communicate their concerns and stay informed about their children as well as the activities and events that take place in our school. In order for them to be active participants in the school and community, they need to be informed in their first language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Family Worker will have a translation club two mornings per week and an hour after school session in which written translations services can be provided.
 - Teacher will conduct and ESL class for Parents after school to support written translation services as needed.
 - Paraprofessional will serve as a translator in Spanish one afternoon a week and during Parent/Teacher Conferences.
 - Support written material was purchased to assist parents in the areas identified.

In addition, P.S. 312 will actively seek out and pay any pedagogy to translate any written documents in languages that represent those of our students first language, such as, Spanish, Russian, Polish, Chinese, Hebrew, etc. We will inform all Parents of such services provided in our school through letters and home phone calls. We will use our school staff and Parent volunteers starting at the beginning of the school year (September 2009).

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - Family Worker will have a translation club two mornings per week and one hour after school session in which oral translation services can be provided.
 - Teacher will conduct an ESL class for Parents after school to support oral translation services as needed.
 - Paraprofessional will serve as a translator in Spanish one afternoon a week.
 - Support videos will be purchased to assist parents in the areas identified.

In addition, we will use our translation money to purchase the most current and updated translation equipment for our Parents, which will enable them to access all types of information pertaining to any student and school inquiries. The equipment will enable our Parents to access information and be continuously well-informed in their home languages such as, Spanish, Russian, Polish, Chinese, Hebrew etc.

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

We will send home translated written letters in every represented home language, informing Parents that our school will be providing them with translation and interpretation services, in which they will be able to effectively communicate their needs and concerns to us. In addition, we will be able to keep them informed about their child as well as our school events and activities.

P.S. 312

School /Home - Parent Policy008 – 2009

Staff and parents work in collaboration to provide a curriculum that meets the Standards in the Academics and the Arts. Maintaining a Safe School environment which fosters student achievement is our goal. In an effort to show how the home/school connection is working together to educate the children at P.S. 312, the staff and parents agree to implement the following program.

We recognize the fact that rare occasions may arise where the parties involved will have difficulty fulfilling particular aspects of the policy.

Chancellor's definition of parent:

A parent is a parent , legal guardian, person in parental relation or designated person to a child or children currently attending a school. A person in parental relation is one who is directly responsible for care and custody of a child on a regular basis in lieu of a parent or legal guardian

P.S. 312

School /Home - Parent Policy008 – 2009

Staff and parents work in collaboration to provide a curriculum that meets the Standards in the Academics and the Arts. Maintaining a Safe School environment which fosters student achievement is our goal. In an effort to show how the home/school connection is working together to educate the children at P.S. 312, the staff and parents agree to implement the following program.

We recognize the fact that rare occasions may arise where the parties involved will have difficulty fulfilling particular aspects of the policy.

Chancellor’s definition of parent:

A parent is a parent , legal guardian, person in parental relation or designated person to a child or children currently attending a school. A person in parental relation is one who is directly responsible for care and custody of a child on a regular basis in lieu of a parent or legal guardian

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|---------|--------------|--------------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | | \$612,141.00 | \$612,141.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$6,120.89 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | \$29,368.05 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | \$101,774.21 | |

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template

which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School Parent Compact PS 312

Staff and Parents work in collaboration to provide a curriculum that meets the Standards in the Academics and the Arts. Maintaining a Safe School environment which fosters student achievement is our goal. In an effort to show how the home/school connection is working together to educate the children at PS 312, the staff and parents agree to implement the following program.

We recognize the fact that rare occasions may arise where the parties involved will have difficulty fulfilling particular aspects of the policy.

Chancellor's definition of parent:

A parent is a parent, legal guardian, person in parental relation or designated person to a child or children currently attending a school. A person in parental relation is one who is directly responsible for care and custody of a child on a regular basis in lieu of a parent or legal guardian.

Mission Statement of Public School 312

P.S. 312 is dedicated to preparing our students in becoming responsible, motivated and productive citizens, able to make sound decisions in our society. We will offer a challenging curriculum that is creative, stimulating and thought provoking by providing a safe and caring environment which meets the needs of all students. Our comprehensive educational programs are implemented by highly skilled professionals dedicated to excellence in education and a drive towards raising standards.

Vision Statement

We are a diverse collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Through differentiated standards driven instruction, we will create a nurturing environment conducive to learning. By incorporating the development of civic, social and technological skills our students will become life-long learners.

THE SCHOOL

- P.S. 312 will provide an academic program that meets the needs of all its children. The school will provide a challenging as well as, supportive course of studies across all curriculum areas. Special attention will be given to students with special needs.
- P.S. 312's School Staff will maintain high expectations for all its students. They will be positive role models for their students.
- P.S. 312 will inform parents regarding student's academic progress.
 - Orientations
 - Midyear Report
 - Report Cards
 - Parent Teacher Conferences (School can provide confirmation of attendance at conferences for parental employer.)
 - Week end review goal setting
- P.S. 312 will implement a K – 5 Homework Policy that reinforces daily classroom practices. It will be a cooperative effort between school, parents and students
- P.S. 312 will provide workshops and information to keep parents up-to-date on programs, procedures and assessment.
- P.S. 312 will invite parents to volunteer for selected activities and program assistance
- P.S. 312 will use its School Leadership Team to effectively plan for the Comprehensive Education Plan, School Safety Plan & concerns of the children.
- P.S. 312 will provide space for parents to adequately prepare and conduct various parent activities.
 - Parent Association Room – where parents or staff can drop in to get information or to discuss matters with the Executive Board
 - The Parent Bulletin Board –located outside the main office, posts notices, minutes of meetings and other essential information.
 - The monthly parent newsletter distributed to parents through the children includes a calendar of meetings, events, as well as, school trivia

The Principal

- Assume the overall responsibility for the safety and security of all children and staff in the school
- Participate in workshops and meetings with parents
- Special effort will be made to include all parents
- See that there is a welcoming environment for staff, parents and students
- Offer special programs to children such as Project Arts, Arts Connections, Enrichment and remediation after school programs such as Wilson, Lexia, Asthma Projects.

The Assistant Principal

- Assist the Principal in carrying out procedures for insuring the safety of staff and students.
- Investigate special programs and their implementation.
- Act as liaisons between parents and teachers
- Work closely with the Principal, parents and teachers to plant meetings, conduct workshops and implement programs.

Principal

THE HOME

- Parents will be responsible to see that their children attend school daily, be on time, complete all homework assignments, assist their children with adequate study skills, and **pick up their children on time.**
- Parents will attend to their children's needs with regard to providing for: adequate dress, meals, health and bedtime schedule, monitoring television watching &, computer activities.
- Parents will attend at least one Parent/Teacher Conference a year to discuss the academic progress of their children.
- Parents will assist their children with homework assignments on a regular basis to ensure completeness and accuracy. They will read to, or listen to their child read for 20 minutes each night.
- Parents will conduct Parent Association activities that will include opportunities for the school to disseminate pertinent information regarding the education of their children, as well as School Leadership Team activities. They will participate in family workshops(Academic Skills, sports night, Mother/Daughter Night, Father/Son Night)
- Parents Association and Parent Coordinator will organize Parent volunteers when needs arise: Safety patrol during arrival at all entrances & hallways, library volunteers, teen tutoring volunteers, computer volunteers
- Parents will take part in school and community programs that empower parents to participate in making educational decisions.
- Parents will coordinate various fundraisers throughout the year
- Parents will act as liaisons to Community District Education Councils, and District parent conferences and workshops.

-Parents will dedicate time to prepare, conduct and participate in parent activities through use of PA room, PA Bulletin Board, Monthly newsletter.

-Know what is expected of child

-Know what is being taught

-Know progress their child is making

-Be treated with courtesy and respect by school personnel

- Parents will communicate with teachers about children's educational needs.
 - Ask parents to provide information to the school on the type of training or assistance they would like or need to help them become more effective in assisting their children in the educational process.
 - Reinforce at home the importance of acquiring the knowledge, skills and values needed to function effectively in society.
 - Model in ones own life the behavior one wishes to see in ones children.
 - Treat school personnel with courtesy and respect.
-

The Students

-Set goals each week by completing "Week In Review" Journals.

-Come in prepared with the required materials and assignments on a daily basis.

-Get enough rest and eat healthy.

P.S. 312
School Parent Involvement Policy
School Year 2009-2010

1. Introduction

This Parent Policy has been written in collaboration with the P.S. 312 School Leadership Team. We believe parents are the first and primary educators of our students. The importance of parent involvement reflects the improvement of pupil achievement.

2. School Level

- Outreach to parents of Special Education pupils, ELL students and Low Income.
- Special efforts to involve parents of bused pupils.
- Parent role on school leadership teams. Parent-staff balance
- References to parent involvement and education in the Comprehensive Education Plan and Performance Driven Budgeting
- Parent involvement and parent education workshops
- Parent rooms
- PA activities
- Special Programs which include parent involvement
- Parent/Teacher Conferences – report cards – mid year progress reports.

The Parents' Association holds regular monthly meetings in an effort to keep the entire parent body informed of all school events. Announcements of all meetings are sent to all parents in the school. The Parents' Association Executive Board meets monthly and meets regularly with the Principal formally and informally. The Parents' Association produces a monthly school newspaper, Viewpoints.

Parent volunteers are encouraged at the school. Parent volunteers work in the school in our computer lab, library, daily hall patrol and oversee fund raising events.

3. District Level

- District Presidents' Council
- Quarterly Council liaison with Superintendent
- Parent Workshops

The school will have two Parent/Teacher Conferences per year, allowing the opportunity to discuss children's progress. Teachers communicate regularly through phone calls, letters, and notices throughout the year. Notices of school events are sent home with the students. Parents are also invited to information nights at the school for Orientation, Literacy and Math test prep, etc.

Linda Beal-Benigno, Principal

Parent Signature

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

In student performance the results of the 2008-2009 progress report indicates that a score of 21.6 was achieved. This is an increase of 2.9 in student performance from 2007. In student progress the 2008-2009 progress report indicates that 51.5 was achieved. This is an increase of 18.3 in student progress from 2007-2008. In overall score the 2008-2009 progress report indicates that 87.1 was achieved. This is an increase of 21.9 points in the overall score. In school environment the results of the 2008-2009 progress report indicates that a score of 73% was achieved. In school environment these results are the same as the 2007-2008 progress report. We made substantial progress and as a result we received an "A" on the progress report. We received a well developed score in our quality review for 2008-2009. We are a school in Good Standing.

Our AIS will service the students who fall below the standards in Literacy and math. In order to reach our ultimate goal of increasing our students' reading stamina we will implement a full balanced literacy program. The time spent on Independent Reading will be maintained along with conferencing on a daily basis. The teachers will use item analysis from indicators, unit tests, benchmark assessments, interim assessments and predictives to drive instruction. This data will enable teachers to develop Guided Reading groups as well as strategy groups according to the needs of the individual students. Teachers will provide differentiation through out the day. We will continue to implement a 90-minute literacy block including daily writing activities in all classes including Special Education and English Language Learners. A trained Literacy Assistant Principal will provide professional development in the components of balanced literacy and the use of scientifically based research strategies. Classroom libraries will be expanded in each classroom with emphasis placed on Non Fiction Science and Social Studies trade books. We will be placing a strong emphasis on moving our level three students to level four and making sure our level four students stay at their proficiency levels.

Our AIS will service students who do not meet the standards. Teachers will use a To, With and By approach utilizing manipulatives and cooperative/interactive learning in order to improve understanding of Math concepts. Teachers will provide daily experiences in extended response problem solving. Weekly quizzes, monthly benchmarks, standardized and unit test results and Item analyses from Predictives and ITA's will be used to target specific areas of need and remediation throughout the year. Professional development opportunities for teachers on scientifically based strategies and instructional methods will be provided regularly.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. We provide an AIS reading program before during and after school, for grades 1-5. Our Kindergarten at risk students remain in extended day starting in Oct. Some of the at risk reading programs INCLUDE Voyager, Foundations, Wilson, Lexia and New Heights. We also provide at AIS math programs in the same capacity.
 - o Help provide an enriched and accelerated curriculum. All of our classes are required to complete a project using the Triad model. Our school has purchased the Renzulli program and all students are grouped according to interest and learning styles. We have enrichment clusters doing a project with each grade.

- Meet the educational needs of historically underserved populations. Our low income students are provided with many resources. We will supply any material that is requested by the teacher to assist in the education of all students. We will pay for trips and provide clothes for special events. Our low income students will be invited to our many enrichment programs held after school.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. We provide a vast number of programs. Our AIS team is conscientious to assure that no child is left behind and that no child slips through the cracks. We provide any service that is needed and those staff responsible for providing this service must provide pre and post tests and identify the point at which learning is “breaking down”
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

We continually immerse our staff in new professional development. As we purchase new materials we also purchase the Professional Development that is offered. Our staff always has a hand on experience exploring the material. Our expectations are clearly stated and this culture is apparent as prospective teachers enter the building. Our interview process is demanding and teachers on the cutting edge welcome our questions. We ask our perspective teachers to prepare a lesson using the standards and the workshop model. We conduct formal and informal observations regularly. We provide inter-visitations to observe mentor teachers conduct model lessons. The administrative staff conduct learning walks each month.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Our end of year assessments/surveys provide us with the needs of various subgroups. This information helps us plan effectively. This year one of the many professional developments for staff will include Testing Fundamentals by “Schoolwide Inc”. The goal of this program is to link essential reading strategies with the essential strategies required of students in test taking situations. The second part of this PD is called Units of Study that support teachers in using Trade Books as teacher tools. We will provide reasonable expenditures for refreshments or food at parent workshops and trainings, particularly when parent involvement activities extend through mealtime. PD will be provided to parents to help enable all children in the school to meet City and State performance standards, during the regular school year. We will also provide after school classes that that develop practical skills, such as computer proficiency.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The principal and assistant principal’s open door policy creates a warm and nurturing environment. Support and various resources are constantly provided for seasoned as well novice teachers. Our successful track record at meeting the needs of various ‘at risk’ populations has created a climate that attracts highly qualified, and passionate teachers. Our turnover rate of staff remains extremely low each year.

6. Strategies to increase parental involvement through means such as family literacy services.

Together with the SLT we plan to present student of the month awards at our parent's association meetings, literacy nights, math and science night. We plan to put aside monies for Per-session costs of hiring teachers to provide classes or workshops for parents. We will enrich our existing parent room with books, equipment and supplies.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

A Kindergarten fair allows Pre-K students and families to become acquainted with the school and school community. Invitations to the many extra curriculum activities are extended to all Pre- K parents. Implementation of the NYU Parent Corp program over the past few years have provided supportive parenting skills to families.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The end of year June assessment will provide us with data that will help drive instruction. We collect needs surveys and these recommendations are taken in to consideration. We have various programs that help remediate struggling students. We discuss these decisions and assessments during AIS meeting, Focus meetings, Inquiry group meetings, PPC meetings and Cabinet meetings. We provide teacher support by conducting 'Critical Friends' like groups.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We provide a various array of services-before, during and after school. We discuss all at risk students at AIS meetings. We make adjustments in ratios or quantity depending on the needs of the students. We provide differentiation in each class and use Renzulli to assist with this endeavor. We provide paid prep sessions for those students who can not stay for after school programs. Performance series assessments are provided for those students who struggle with grade level material.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We are granted Violence Prevention grants each year. Our SAPIS worker supports students needs, character development and acts as a role model for our students. Our Nurse provides Asthma training and conducts classes on the prevention of obesity. Library and technology support is offered to parents as well open access to the library every Thursday afternoon.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

| | | |
|--|--|--|
| | | |
|--|--|--|

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
|---|---|---|

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our administrative team assessed whether Finding 1A was relevant to our schools education's program. Upon examining our data we are improving in the progress made by our students in Reading. In student progress the 2008 progress report indicates that 69.2% was achieved. This is an increase of 10.7% in student progress in Reading from 2007. PS 312 has incorporated the State's Standards within its unified approach to teaching and learning. The State's Standards in ELA as well as Science and Social Studies are distributed at the beginning of the year to all staff. Through faculty conferences, grade meetings, observations, classroom environment and bulletin boards the evidence adhering to State's Standards are demonstrated. During weekly common planning periods grades convene to revise or review their unit plans in order to incorporate the standards within their daily instruction. It was determined that the audit findings were not relevant to our school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This statement is not true for our General Education, ELL learners and Special Education learners. They have performed in an exemplary manner in the ELA State Test as well as Science and Social Studies State tests. This indicates that they are meeting the standards, as is documented in the school's report card as well as the progress report. Our ELL student's NYSESLAT Scores have made significant gains over the past few years, this is evidenced on the DAA web site. In addition Formal and informal assessments are fundamental to making placement decisions and planning instruction.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our administrative team assessed whether Finding 1B was relevant to our schools education's program. Upon examining our data we are improving in the progress made by our students in Math. In student progress the 2008 progress report indicates that 77.2% was achieved. This is an increase of 10.2% in Math progress. PS 312 has incorporated the State's Standard within its unified approach to teaching and learning. The State Standards in math are distributed at the beginning of the year to all staff. By collecting bi-monthly math quizzes we can determine the successfulness of the teaching of the Standards. This is evidenced on our school report card as well as our progress report. It was determined that the audit findings were not relevant to our school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Through the use of Everyday Math we are covering all of the Math standards. Upon reviewing the above areas of weakness our records do not support the findings. Using the data from formal and informal assessments, we are achieving our goals in the area of mathematics. By using the Everyday Math curriculum, our instruction is conducted in a sequential manner using real life applications. The use of "Exploration Centers" address the needs of our at risk students, our grade level students as well as our above average students. Math concepts are incorporated throughout the day during the teaching of other subjects. Our Progress report and Report card demonstrate substantial progress in the area of mathematics. We have shown an improvement of 10.2% in the area of progress.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our administrative team (Principal, Assistant Principals) and coach assessed whether Finding 2A was relevant to our schools education's program. We carefully noted how often students participate in individualized work through formal and informal observations. We conduct Learning walks each month with emphasis placed on a variety of teaching styles incorporating Gardeners and Cambournes philosophies. We observed teaching diversity during reading. We will be focusing on increasing the amount of time spent in differentiated lessons as noted in our goals. It was determined that the audit findings were not relevant to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A variety of instructional strategies and resources are implemented to respond to our students' diverse needs and to ensure fullest participation and learning for all students. We teach through the gradual release of responsibility frame-work. We provide explicit instruction through modeling and guided practice, and then invite our students to try techniques on their own through collaborative practice, independent practice and application. Our classrooms integrate a variety of challenging learning experiences that develop students independent learning, collaboration and choice. Students are encouraged to initiate learning goals, evaluate their work and reflect on the process. Students are encouraged to ask questions and explore a range of materials that foster passion and curiosity.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our administrative team(Principal and Assistant Principal) and coach assessed whether Finding 2B was relevant to our schools education's program. We carefully noted how often students participate in individualized work and hands-on opportunities through formal and informal observations. We conduct Classroom observations and Learning walks. It is determined that these audit findings were not relevant to our school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school uses the Everyday Mathematics Program, which is a research based mathematical program. Every grade is involved in hands-on activities and uses mathematical technology. At the Kindergarten level nearly every lesson is "hands-on". The use of independent seatwork is only used to reinforce a writing skill. Games are played to reinforce skills learned in class. In grades 1-2, there are a multitude of lessons that include hands-on activities, manipulatives and games to reinforce skills taught in class. There are "Exploration Lessons" in every chapter to introduce the manipulatives that will be used in future lessons. In addition to this, every classroom has Everyday Math games on their computers for children to access. Students in grades 3-5 also have math games on their classroom computers. Teachers schedule time in the computer lab, or use the laptops to let their students access Acuity. This program lets students practice their Math skills and teachers use it to assess their strengths and weaknesses. Hands- on activities with manipulatives and games are still used in these classes.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our administrative team(Principal and Assistant Principals) along with our Payroll secretary assessed whether Finding 3.1 was relevant to our schools education's program. Upon examining the status of our teacher Experience and stability with our payroll secretary , These audit

findings were not relevant. At PS 312 we have a very low teacher turnover rate. The administration is actively involved in teacher recruitment.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

New teachers are given on-going support. Administration, coaches and lead teachers are regularly available. Regular group or individualized meetings with new teachers are held. Materials and supplies are disturbed in a consistent, timely fashion. Experienced teachers are paired off with each new teacher. Training, professional development and inter-visitations are provided. The administration, teachers, parents, students and support staff all work as a team. As a result of these practices we do not have a large turnover.

As stated in the Quality review "New teachers receive a very comprehensive range of support to ensure they understand and can deliver the school's expectations for high quality instruction"

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our administrative team (Principal and Assistant Principal) and ELL teacher assessed whether Finding 4.1 was relevant to our school's education program. Upon examining our needs assessment survey we are providing Staff Development according to need and as well as teacher's desires. Professional development is provided that encourages collaboration and reflection. The staff is provided with time to routinely reflect and collaborate on instructional practices and student progress within the school. The ELL teacher as well as other trained professionals are utilized as consultants to provide professional development opportunities for general education teachers to succeed in teaching ELL's. The consultants assist the general education teachers with instructional and curricular adaptation strategies to accommodate ELLs in General Education classes. The ELL teacher plans lessons together with the general education teacher. While planning they share ideas, especially the kinds of strategies that make content more comprehensible for ELLs. Opportunities are provided for the general

education teachers to observe the ELL teacher to gain concrete understanding and hands-on experiences on how to implement adequate instructional strategies for the ELLs. The staff is also made aware of various resources and sites that provide information, tools and resources for teachers of ELL students. The administration and staff are always striving to develop stronger relationships with the students' parents. Workshops are held for families to provide information to help their children. It was determined that the findings were not relevant to our school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our staff receives training in best practices when teaching ESL students. Through workshops and collaboration among our teachers, support staff and administration we communicate a common vision for our ESL students. The administrative team attends monthly workshops sponsored by the network leader. Careful examination of reflections after Staff Development workshops prove to be positive and motivating.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our administrative team and ELL Teacher assessed whether Finding 5.1 was relevant to our school's education program. The ESL educational program uses LAB-R and NYSESLAT results in the beginning of the school year to place students into one of three proficiency levels: beginning, intermediate, and advanced. These students are placed in our ESL pull/push in program. Areas in need of improvement are also identified and instruction is targeted to address those needs. Interim assessments are also administered at our school and results are evaluated. We have found that writing and reading are the two skills found to be most in need of remediation for our ELL's. Classroom

teachers and the ESL teacher articulate students progress and the needs of individual students on an on-going basis. It was determined that the audit was not relevant to our school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? English language skills are taught using research based ESL strategies through content area instruction within a balanced literacy framework. Ell after school enrichment is offered for an additional one and a half hours per week. Formal and informal assessments are utilized by the ESL teacher in order to differentiate instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our administrative team and SBT and IEP team assessed whether Finding 6.1 was relevant to our school's education program by examining reflection sheets after the staff development session, it has been determined that the audit findings were not relevant to our school's educational program. Our school gives the teacher a vast array of Professional Development both in the school and outside the school community. Our teachers are constantly being instructed on how to improve student's performance. Teachers have been trained and have incorporated differentiated instruction into their classrooms so they can meet the needs and talents of their students. Teachers also tap into individuals various learning styles.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our General Education teachers and clusters receive training on the contents of an IEP through workshops and collaboration among our teachers, support staff and administration. Every teacher that services an IEP student has a hard copy of their IEP. All of the clusters have a CD copy of the students that are in their cluster programs (408 plan)

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The testing mods on the IEP's are enforced in the classroom not just during standardized testing. Each teacher who services the child has a copy of the IEP so the modifications are enforced across the curriculum. Our teachers use the standards for each grade level to set their short term objectives and calculate the percentages for promotional criteria. Since the standardized state tests are not assessing the students on their academic level, the results are not used for promotion.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We measure the above through assessments taken throughout the year. We are constantly monitoring their progress to make sure they are achieving goals that have been set for each individual child. We use Scantron testing for our 12:1:1. These results show our students are progressing and moving towards their IEP goals. Behavior plans are done for children with a range of emotional and behavioral difficulties if the team feels it is clinically appropriate.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

| Grade | Subject | Special Population | Average Class Size 2007-08 | # New Classrooms/ Class Sections | Projected Average Class Size 2008-09 |
|-------|---------|--------------------|----------------------------|----------------------------------|--------------------------------------|
| | | | | | |
| | | | | | |
| | | | | | |

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

| Grade | Subject | Special Population | Teacher-Student Ratio 2007-08 | # Classes Targeted | Projected Teacher-Student Ratio 2008-09 |
|-------|---------|--------------------|-------------------------------|--------------------|---|
| | | | | | |
| | | | | | |
| | | | | | |

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:
AIS- After, during and before school- 20,264

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion-maintaining existing program.

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring
A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only: N/A

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

| |
|--|
| |
|--|

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing>.

Part A: FOR TITLE I SCHOOLS

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.)
We presently have 4 students living in a shelter. Elayne Dougherty our Pupil Accountant Secretary and Laural Assiff our Social Worker will monitor and track these students throughout the year.
2. Please describe the services you are planning to provide to the STH population.
We provide school supplies, collection of monies for weekly reader/ Time for Kids etc. We pay for all extra curricula activities which include extended library hours, counseling, trips. We will examine data collection to assess the needs and progress of our students. We will provide resources to assist in growth of our students to ensure our students progress academically

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.

Filename: 22K312 CEP 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K312
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title:
Subject:
Author: Sharon Rencher
Keywords:
Comments:
Creation Date: 1/4/2010 11:23:00 AM
Change Number: 7
Last Saved On: 3/8/2010 4:41:00 PM
Last Saved By: partha
Total Editing Time: 50 Minutes
Last Printed On: 3/8/2010 4:41:00 PM
As of Last Complete Printing
Number of Pages: 90
Number of Words: 25,431 (approx.)
Number of Characters: 144,962 (approx.)