



**[THE BERGEN BEACH SCHOOL)  
2010 - 2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: PS 312**

**ADDRESS: 7103 AVENUE T, BROOKLYN, NEW YORK 11234**

**TELEPHONE: 718-763-4015**

**FAX: 718-531-2796**

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**SECTION I: SCHOOL INFORMATION PAGE**

School Number: 312 School Name: Bergen Beach

School Address: 7103 Avenue T, Brooklyn, new York 11234

School Telephone: 718-763-4015 Fax: 531-2796

School Contact Person: Linda Beal-Benigno Email Address: lbeal@schools.nycgov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lisa Dittman

**PRINCIPAL:** Linda Beal-Benigno

**UFT CHAPTER LEADER:** Rene Drury

**PARENTS' ASSOCIATION PRESIDENT:** Lisa Russo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

District and Network Information

**DISTRICT:** 22 **CHILDREN FIRST NETWORK (CFN):** 602

**NETWORK LEADER:** Julia Bove

**SUPERINTENDENT:** Linda Waite

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name             | Position and Constituent Group Represented   | Signature |
|------------------|--|-----------|
| Linda Benigno    | *Principal or Designee   |           |
| Rene Drury       | *UFT Chapter Chairperson or Designee   |           |
| Lisa Russo       | *PA/PTA President or Designated Co-President/Title I Parent Representative   |           |
|                  |  |           |
| Rosaria Mattioli | DC 37 Representative, if applicable  |           |
|                  | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| Adriana Cardillo | UFT/Para   |           |
| Debra Quigley    | UFT/Teacher  |           |
| Elayne Dougherty | UFT/Secretary  |           |
| Lisa Dittman     | Parent/Grades 4,5 Rep/SLT Chairperson  |           |
| Angela Sett      | Parent/Grades 2,3 Rep  |           |
| Jared Wasserman  | Parent/Special Education, ELL Rep  |           |
| Lisa Donohoe     | Parent/Gifted and Talented Rep   |           |
| Michele Obdyke   | Parent/Grades Pre K, 1 Rep   |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members 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.

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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 school serves an ethnically diverse population of approximately 924 students.

For the 2010-2011 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.

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. 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. A new partnership with New Victory Theater has been established which brings accessibility to all. Our Parent Coordinator acts as a liaison between the staff and the parents fostering parent involvement by working closely with all parents, school and community organizations. 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 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 2009-10 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 the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| 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                |         |              |         |  |
| <b>Enrollment</b>   |       |                       |      | <b>Attendance - % of days students attended :</b>      |                   |         |              |         |  |
| <i>(As of October 31)</i>   |       |                       |      | 2007-08  |                   | 2008-09 |              | 2009-10 |  |
| Pre-K   | 63    | 61                    | 63   | <i>(As of June 30)</i>                                 |                   | 94.7    | 94.9         | TBD     |  |
| Kindergarten  | 133   | 133                   | 128  |  |                   |         |              |         |  |
| Grade 1   | 128   | 148                   | 142  | <b>Student Stability - % of Enrollment :</b>           |                   |         |              |         |  |
| Grade 2   | 130   | 138                   | 155  | <i>(As of June 30)</i>                                 |                   | 2007-08 | 2008-09      | 2009-10 |  |
| Grade 3   | 144   | 139                   | 137  |  |                   | 96.4    | 96.4         | TBD     |  |
| Grade 4   | 132   | 157                   | 140  | <b>Poverty Rate - % of Enrollment :</b>                |                   |         |              |         |  |
| Grade 5   | 133   | 136                   | 156  | <i>(As of October 31)</i>                              |                   | 2007-08 | 2008-09      | 2009-10 |  |
| Grade 6   | 0     | 0                     | 0    |  |                   | 37.4    | 34.9         | 49.7    |  |
| Grade 7   | 0     | 0                     | 0    | <b>Students in Temporary Housing - Total Number :</b>  |                   |         |              |         |  |
| Grade 8   | 0     | 0                     | 0    | <i>(As of June 30)</i>                                 |                   | 2007-08 | 2008-09      | 2009-10 |  |
| Grade 9   | 0     | 0                     | 0    |  |                   | 7       | 14           | TBD     |  |
| Grade 10  | 0     | 0                     | 0    | <b>Recent Immigrants - Total Number :</b>              |                   |         |              |         |  |
| Grade 11  | 0     | 0                     | 0    | <i>(As of October 31)</i>                              |                   | 2007-08 | 2008-09      | 2009-10 |  |
| Grade 12  | 0     | 0                     | 0    |  |                   | 3       | 3            | 1       |  |
| Ungraded  | 2     | 2                     | 5    |  |                   |         |              |         |  |
| Total   | 865   | 914                   | 926  |  |                   |         |              |         |  |
| <b>Special Education Enrollment:</b>                                    |       |                       |      | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |                   |         |              |         |  |
| <i>(As of October 31)</i>   |       |                       |      | 2007-08  |                   | 2008-09 |              | 2009-10 |  |
| # in Self-Contained Classes   | 24    | 31                    | 35   | <i>(As of June 30)</i>                                 |                   | 2007-08 | 2008-09      | 2009-10 |  |
| # in Collaborative Team Teaching (CTT) Classes                          | 65    | 63                    | 58   |  |                   | 25      | 24           | TBD     |  |
| Number all others   | 49    | 56                    | 44   |  |                   | 3       | 1            | TBD     |  |
| <i>These students are included in the enrollment information above.</i> |       |                       |      | <b>Special High School Programs - Total Number:</b>    |                   |         |              |         |  |
|   |       |                       |      | <i>(As of October 31)</i>                              |                   | 2007-08 | 2008-09      | 2009-10 |  |
|   |       |                       |      |  |                   | 0       | 0            | 0       |  |
|   |       |                       |      |  |                   | 0       | 0            | 0       |  |
| <b>English Language Learners (ELL) Enrollment:</b>                      |       |                       |      | <b>Number of Staff - Includes all full-time staff:</b> |                   |         |              |         |  |
| <i>(BESIS Survey)</i>   |       |                       |      | <i>(As of October 31)</i>                              |                   | 2007-08 | 2008-09      | 2009-10 |  |
| <i>(As of October 31)</i>   |       |                       |      |  |                   | 64      | 69           | TBD     |  |
| # in Transitional Bilingual Classes                                     | 0     | 0                     | 0    |  |                   |         |              |         |  |
| # in Dual Lang. Programs  | 0     | 0                     | 0    |  |                   |         |              |         |  |
| # receiving ESL services only   | 34    | 32                    | 27   |  |                   |         |              |         |  |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |   |         |         |  |         |               |         |  |
|--|---|---------|---------|--|---------|---------------|---------|--|
| # ELLs with IEPs   | 0                                       | 0       | 2       | Number of Administrators and Other Professionals               | 25      | 26            | TBD     |  |
| These students are included in the General and Special Education enrollment information above. |   |         |         | Number of Educational Paraprofessionals                        | 10      | 9             | TBD     |  |
| <b>Overage Students (# entering students overage for grade)</b>                                |   |         |         | <b>Teacher Qualifications:</b>                                 |         |               |         |  |
|  | 2007-08                                 | 2008-09 | 2009-10 | (As of October 31)   | 2007-08 | 2008-09       | 2009-10 |  |
| (As of October 31)   | 0                                       | 0       | TBD     | % fully licensed & permanently assigned to this school         | 100.0   | 98.6          | TBD     |  |
|  |   |         |         | % more than 2 years teaching in this school                    | 79.7    | 87.0          | TBD     |  |
|  |   |         |         | % more than 5 years teaching anywhere                          | 73.4    | 72.5          | TBD     |  |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |   |         |         | % Masters Degree or higher                                     |         |               |         |  |
| (As of October 31)   | 2007-08                                 | 2008-09 | 2009-10 | % core classes taught by "highly qualified" teachers (NCLB/SED | 83.0    | 87.0          | TBD     |  |
| American Indian or Alaska Native   | 0.5                                     | 0.4     | 0.5     |  | 98.8    | 92.7          | TBD     |  |
| Black or African American  | 29.0                                    | 31.3    | 33.7    |  |         |               |         |  |
| Hispanic or Latino   | 8.1                                     | 6.7     | 8.1     |  |         |               |         |  |
| Asian or Native Hawaiian/Other Pacific Isl.  | 4.0                                     | 3.6     | 3.5     |  |         |               |         |  |
| White  | 58.4                                    | 57.7    | 52.9    |  |         |               |         |  |
| Male   | 52.5                                    | 52.0    | 51.5    |  |         |               |         |  |
| Female   | 47.5                                    | 48.0    | 48.5    |  |         |               |         |  |
| 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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:       |   |         |         |  |         |               |         |  |
|  | <b>Phase</b>                            |         |         | <b>Category</b>  |         |               |         |  |
|  | In Good Standing (IGS)                  | √       |         | Basic  | Focused | Comprehensive |         |  |
|  | Improvement Year 1                      |         |         |  |         |               |         |  |
|  | Improvement Year 2                      |         |         |  |         |               |         |  |
|  | Corrective Action (CA) – Year 1         |         |         |  |         |               |         |  |
|  | Corrective Action (CA) – Year 2         |         |         |  |         |               |         |  |
|  | Restructuring Year 1                    |         |         |  |         |               |         |  |
|  | Restructuring Year 2                    |         |         |  |         |               |         |  |
|  | Restructuring Advanced                  |         |         |  |         |               |         |  |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |                                |      |         |  |      |             |                 |
|--|--------------------------------|------|---------|--|------|-------------|-----------------|
| <b>Individual Subject/Area AYP Outcomes:</b>   |                                |      |         |  |      |             |                 |
| <b>Elementary/Middle Level</b>   |                                |      |         | <b>Secondary Level</b>                                     |      |             |                 |
| ELA:   |                                | √    |         | ELA:   |      |             |                 |
| Math:  |                                | √    |         | Math:  |      |             |                 |
| Science:   |                                | √    |         | Graduation Rate:   |      |             |                 |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>  |                                |      |         |  |      |             |                 |
|  | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b>                                     |      |             |                 |
| <b>Student Groups</b>  | ELA                            | Math | Science | ELA  | Math | Grad Rate** | Progress Target |
| <b>All Students</b>  | √                              | √    | √       |  |      |             |                 |
| <b>Ethnicity</b>   |                                |      |         |  |      |             |                 |
| American Indian or Alaska Native   | -                              | -    |         |  |      |             |                 |
| Black or African American  | √                              | √    |         |  |      |             |                 |
| Hispanic or Latino   | -                              | -    | -       |  |      |             |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | -                              | -    | -       |  |      |             |                 |
| White  | √                              | √    |         |  |      |             |                 |
| Multiracial  | -                              | -    |         |  |      |             |                 |
| <b>Students with Disabilities</b>  | √                              | √    | -       |  |      |             |                 |
| Limited English Proficient   | -                              | -    | -       |  |      |             |                 |
| Economically Disadvantaged   | √                              | √    |         |  |      |             |                 |
| <b>Student groups making AYP in each subject</b>   | 5                              | 5    | 1       |  |      |             |                 |
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>   |                                |      |         |  |      |             |                 |
| <b>Progress Report Results – 2008-09</b>   |                                |      |         | <b>Quality Review Results – 2008-09</b>                    |      |             |                 |
| <b>Overall Letter Grade:</b>   | A                              |      |         | <b>Overall Evaluation:</b>                                 | NR   |             |                 |
| <b>Overall Score:</b>  | 87.1                           |      |         | <b>Quality Statement Scores:</b>                           |      |             |                 |
| <b>Category Scores:</b>  |                                |      |         | 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 25% of the Overall Score)</i>  |                                |      |         | Quality Statement 5: Monitor and Revise                    |      |             |                 |
| Student Progress:  | 51.5                           |      |         |  |      |             |                 |
| <i>(Comprises 60% of the Overall Score)</i>  |                                |      |         |  |      |             |                 |
| Additional Credit:   | 3                              |      |         |  |      |             |                 |
| <b>KEY: AYP STATUS</b>   |                                |      |         | <b>KEY: QUALITY REVIEW SCORE</b>                           |      |             |                 |
| √ = Made AYP   |                                |      |         | Δ = Underdeveloped   |      |             |                 |
| √ <sup>SH</sup> = 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   |      |             |                 |
| <b>KEY: PROGRESS REPORT DATA</b>   |                                |      |         | ◊ = Outstanding  |      |             |                 |
| NR = Data Not Reported   |                                |      |         | 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. |                                |      |         |  |      |             |                 |
| <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>     |                                |      |         |  |      |             |                 |

## **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?

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Our trends as seen from the graph below illustrates a regular increase across the content areas as measured by state assessments throughout grades three, four and five. Since 2009-2010 cut off scores and adjusted metric was used for the end of year assessment we had decreased in all areas across grades 3-5. If scale scores and the calibration had not changed we would have out passed our performance from last year. Please see chart below:

| GRADE | 2009 ELA<br>All Tested | 2010 ELA<br>All Tested | 2010<br>If SS of 650 |
|-------|------------------------|------------------------|----------------------|
| 3     | 88%                    | 76%                    | 93%                  |
| 4     | 92%                    | 67%                    | 92%                  |
| 5     | 94%                    | 65%                    | 95%                  |

| GRADE | 2009 MATH<br>All Tested | 2010 MATH<br>All Tested | 2010<br>If SS of 650 |
|-------|-------------------------|-------------------------|----------------------|
| 3     | 95%                     | 86%                     | 97%                  |
| 4     | 96%                     | 76%                     | 95%                  |
| 5     | 96%                     | 80%                     | 98%                  |

\*Data from NY Starts Website

In student performance the results of the 2009-2010 progress report indicates that a score of 11.2 was achieved. This is a decrease of 10.4 in student performance from 2008. In student progress the 2009-2010 progress report indicates that 13.0 was achieved. This is a decrease of 32.8 in student progress from 2008-2009. In overall score the 2009-2010 progress report indicates that 36.1 was achieved. This is a decrease of 51 points in the overall score. In school environment the results of the 2009-2010 progress report indicates that a score of 73% was achieved. In school environment these results are the same as the 2008-2009 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 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 through out 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 two students to level three 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

**Trends:**

**Assessments: Percentages in Levels 3 and 4**

| Assessments           | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        |
|-----------------------|-----------|--------|-----------|--------|-----------|--------|
|                       | All Stud  | Gen Ed | All Stud  | Gen Ed | All Stud  | Gen Ed |
| <b>Social Studies</b> | 94.0      | 99.2   | 97.8      | 99.4   | 98.7      | 99.3   |
| <b>Science</b>        | 97.0      | 100    | 95.8      | 99.0   | 96.2      | 100    |
| <b>Grade 3 Math</b>   | 95.0      | 98.0   | 95.0      | 100    | 86.0      | 88.9   |
| <b>Grade 4 Math</b>   | 97.7      | 100    | 96.0      | 100    | 76.6      | 82.1   |
| <b>Grade 5 Math</b>   | 94.7      | 100    | 96.0      | 100    | 80.1      | 83     |
| <b>Total Math</b>     | 95.8      | 99.0   | 95.8      | 100    | 80.9      | 84     |
| <b>Grade 3 ELA</b>    | 83.6      | 96.0   | 88.0      | 98.0   | 76.5      | 79     |
| <b>Grade 4 ELA</b>    | 90.7      | 95.0   | 92.0      | 97.0   | 67.9      | 77.2   |
| <b>Grade 5 ELA</b>    | 87.0      | 96.0   | 94.0      | 98.0   | 64.3      | 72     |
| <b>Total ELA</b>      | 87.1      | 95.0   | 91.0      | 97.0   | 69.5      | 76     |
|                       |           |        |           |        |           |        |
|                       |           |        |           |        |           |        |

**Our greatest accomplishments include:**

Our greatest accomplishments are observing our students excel academically, including having all of our IEP students meet their Promotional Criteria. **Our ELL population.** Our students perform in the Arts as well . 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.
- Receiving a "Well Developed" rating on the 2007-2008 School Quality Review
- Closing Achievement Gap - Recognized by New York State in 2005-2006 and 2006-2007
- Making Adequate Yearly Progress

**Aid to School's Continuous Achievement:**

Students perform at or above grade levels on standardized State Exams. This is through quality instruction with teachers closely examining data of our successful as well as our at risk students. Teaching and learning is differentiated for students so that they may achieve at the highest level. Teachers will be trained this year to look at data even more closely using ARIS . We take pride in being able to schedule opportunities to meet regularly "Collaborative Teacher Teams". Our teacher teams meet horizontally within their grades and vertically across their grades. Their goal is to embed the common core state standards, interpret data, look at student work, plan effective lessons, create authentic performance tasks, create credible and fair assessments that are project based and interest based and form study groups. Our parents association and our partnerships with local politicians have sustained and assisted us in obtaining various resources and programs. We encourage parent involvement by hosting workshops at convenient times. Our trained learning leaders support various initiatives and efforts at the school. We use the latest technology to enrich our students and prepare them for the 21<sup>st</sup> century.

**The most significant barriers to our schools continuous improvement:**

Budget cuts in overall funding have caused us to cut reading and math during and afterschool programs as well as out of classroom support personnel to address the needs of our at risk students. In addition class sizes are larger than we have had in the past 10 years due to ratio changes.

**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.

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| <p><b>Annual Goal: # 1</b><br/><b>By June 2011, 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</b></p> | <p><b>Description:</b> After conducting our needs assessment, it was felt that while students performed well as a whole compared to the city on state assessments, individual student progress was lacking. Through teacher observations as well as looking at student work, teachers will be guided in how to differentiate instruction so that students will make at least a year’s progress as evidenced on the Progress Report. Teacher team collaboration will be structured in a way that will facilitate powerful, effective and efficient action plans for work with individual, small group and whole class instruction.</p> |
|---|---|

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| <p><b>Annual Goal: # 2</b><br/><b>By June 2011, 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.</b></p> | <p><b>Description:</b> Evidence from the 2009-2010 progress report and NYS math assessments results indicates the need to address the year to year progress of students from third to fourth grade and fourth to fifth grade. Teacher team collaboration will be structured in a way that will facilitate powerful, effective and efficient action plans for work with individual, small group and whole class instruction.</p> |
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| <p><b>Annual Goal: # 3</b><br/><b>By June 2011, there will be a 5% increase in the number of students in grade 4 who score level4 as measured by NYS science assessments and informal assessments.</b></p> | <p><b>Description:</b><br/>After conducting our needs assessment, it was found that our students do not have a large academic vocabulary . We will provide and expose our students to non-fiction literature as well as embed this vocabulary in our everyday language. Teacher team collaboration will be structured in a way that will facilitate powerful, effective and efficient action plans for work with individual, small group and whole class instruction.</p> |
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**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

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| <p><b>Annual Goal # 1</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2011, 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.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Reading -- All Students in grades 4-5, including ELL, Special Education, General Education and Gifted.</b><br/> <b>To provide continued Professional Development in Literacy, particularly in comprehension/cognition and the teaching of Literacy.</b><br/> <b>Plan books, Faculty conferences, Grade Meetings, Learning Walks and inquiry team meetings will address various aspects of literacy teaching and learning.</b><br/> <b>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.</b><br/> <b>Through author studies and genre studies students will read a minimum of 25 books throughout the year.</b><br/> <b>- 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)</b><br/> <b>-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.</b><br/> <b>Teachers will implement Essentials in Testing</b><br/> <b>- Teachers will facilitate literature circles, book clubs and will continue to promote accountable talk.</b><br/> <b>-Teacher team collaboration will be structured in a way that will facilitate powerful,</b></p> |

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|  | <p>effective and efficient work with individual, small group and whole class instruction.</p> <ul style="list-style-type: none"> <li>- Paraprofessionals will implement “poetry lessons” to reinforce comprehension and fluency.</li> <li>- Students will maintain daily reading logs to reinforce good reading habits.</li> <li>- Classrooms will be stocked with class libraries to support author and genre studies, as well as content based trade books.</li> <li>- Two AIS providers will support through push-in and pull-out programs.</li> <li>- After school programs, summer school, AIS programs and inquiry students will participate in extensive intervention programs.</li> <li>- Full-time Inclusion program, self contained special ed classes and ELL push-in, pull-out programs</li> <li>-Ongoing staff development provided by Administrators</li> <li>- Computer websites and software, such as LEXIA</li> <li>- Parent workshops</li> <li>- Developing home and school partnerships</li> <li>- Comprehensive Approach to Balanced Literacy Handbook (CAB)</li> </ul> |  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan</i></p> | <p>Title 1-Professional Development-AP’s-General Hold Harmless<br/> Library Teacher<br/> AIS Literacy Teacher- Contract For Excellence, General Hold Harmless<br/> Per Session Teacher and Para- Library “Parent Involvement” ARRA<br/> Per Session and Per Diem teacher- Professional Development-Fair Student Funding<br/> Fair Student Funding-materials<br/> Contract For Excellence 55,392</p>   |  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>   | <p>From September 2010 – June 2011 – The following Action Plan will take place:<br/> Predictives, Acuity, Performance Series Print-Out – Analysis of results of each assessment<br/> October (1% increase)<br/> April (3.5% increase)<br/> June (5% increase)<br/> Classroom performance/authentic assessment</p> <p>Unit Reading Tests                      Students will submit Reading Logs for teacher review<br/> Standards-Based Portfolios      Teachers will post a record of books read by each student<br/> Conference Notes                      Fountes and Pinnell Benchmark Assessment Kit<br/> Interim Goal – Projected Gains: by December 2010, 2.0% of 4<sup>th</sup> and 5<sup>th</sup> graders who didn’t achieve one year of progress will show progress towards meeting their goal.</p>  |  |

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**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

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| <b>Annual Goal # 2</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <b>By June 2011 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.</b>   |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <b>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.<br/> To identify Master teachers, conduct demo lessons and set up inter-visitation to view and take on best practices.<br/> Student’s math journals will evidence of mathematical vocabulary, skills and strategies.</b> |

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|   | <p>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<br/> Implementation of Everyday Mathematics and Math Steps providing remediation and enrichment as well as grade level materials.<br/> Math computer programs, Acuity, Performance Series will be used to target and practice flexible math groups based on needs and skill levels.<br/> Classroom math centers and games incorporated to enhance lessons.<br/> Full time Inclusion and Special Education classes<br/> Parent Workshops – Family Math Night<br/> Math Coach (model lessons, co-teach, and plan)<br/> Daily routines – on-going temperature and weather charts, calendar, growing number line, used daily.<br/> Problem Solving – Steps and strategies used when responding to problems<br/> Professional Development opportunities by our assistant principals and outside sources such as LSO<br/> On going Staff Development by a trained math specialist within the school<br/> Teacher will facilitate lessons providing opportunities for students who are struggling as well as those moving at a fast pace<br/> Teacher team collaboration will be structured in a way that will facilitate powerful, effective and efficient work with individual, small group and whole class instruction.<br/> Math centers<br/> Computer web sites<br/> Computer programs- , Renzulli<br/> Classroom teachers, Clusters, and AIS providers</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>ARRA- Math Coach (Fair Student Funding- General Hold Harmless)<br/> Title 1- Professional Development/Asst. Principals- Improved Teacher Quality<br/> Teacher Per Session (Fair Student Funding)<br/> Teacher Per Diem<br/> Fair Student Funding- materials</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p>From September 2010-June 2011 the following action plan will take place:<br/> Predictives, Acuity, Performance Series print-out – analysis of results of each assessment. Update focus plans according to data obtained from periodic assessments in<br/> October (1.5% increase)<br/> December (2.0% increase)<br/> April (3.5% increase)</p>   |

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|  | <p><b>June (5.0% increase)</b></p> <p><b>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.</b></p> <p><b>Inter-visitations among colleagues will take place during common preps.</b></p> <p><b>Learning Walks will take place with emphasis on students ability to verbalize what skills they are working on.</b></p> <p><b>Interim Goal- Projected gains: By December 2% of 4<sup>th</sup> and 5<sup>th</sup> grade students who didn’t achieve one year of progress will show progress towards meeting their goal.</b></p> |
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**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

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| <p><b>Annual Goal # 3</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June, 2011 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.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Harcourt Science- School Science- NYC Edition</b><br/><b>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.</b></p> |

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|   | <p>Use of Scott Foresman Resource kits.<br/> Use of Literature to integrate Literacy and Science- Big books<br/> Scott Foresman Science leveled Readers Bookshelf Collection<br/> Discovery Education- Video footage/Nature Channel Videos<br/> Delta Science Modules<br/> Foss Kits: Measurement/Electricity/Magnetism/Water/Pebbles, Sand, Silt/Physics of Sound<br/> Teacher team collaboration will be structured in a way that will facilitate powerful, effective and efficient work with individual, small group and whole class instruction.</p>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Science Cluster-Fair Student Funding<br/> Title 1- Professional Development-Teacher Per Session and Per Diem<br/> Fair Student Funding-Materials</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p>From September2010-June 2011 the following action plan will take place:<br/> NYS Science Assessments will be given quarterly<br/> October- Teacher made Science assessment (1.5 % increase)<br/> December- Teacher made Science assessment (2 1/2 increase)<br/> April- NYS Science Assessment 2009 (4% increase)<br/> June- NYS Science Assessment 2010 (5.0% increase)</p> <p>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.</p> <p>Interim goal-projected gains By December 2010, 2% of the 4<sup>th</sup> graders who didn’t score a level 4 will show progress towards meeting their goal.</p> |

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 24                             | 12                             | N/A                            | N/A                            | 2  | 6   | 4                                  | 0                                     |
| 1     | 24                             | 12                             | N/A                            | N/A                            | 1  | 1   | 4                                  | 0                                     |
| 2     | 24                             | 12                             | N/A                            | N/A                            | 2  | 2   | 1                                  | 0                                     |
| 3     | 26                             | 26                             | N/A                            | N/A                            | 0  | 2   | 4                                  | 12                                    |
| 4     | 26                             | 26                             | 7                              | 7                              | 1  | 1   | 3                                  | 12                                    |
| 5     | 26                             | 26                             | 9                              | 9                              | 3  | 0   | 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:**



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| <b>Mathematics: During School</b>                            | <b>AIS math is a program designed to support at risk students in grades 3 to 5. Instruction is provided through small flexible groups (8 students) and on a one to one basis, twice a week for 45 minutes. Various materials are used such as Math Rehearsal, Test Taking Strategies in Mathematics.</b>  |
| <b>Mathematics: After School</b>                             | <b>If Budget Allows: AIS After School Math which is provided for our at risk students in grades 3 to 5. Instruction is provided to groups of 15 students, twice a week for 90 minutes. Instruction in math 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.</b>                                       |
| <b>Science:</b>  | <b>AIS Science is provided during the school day by the classroom teacher. An item analysis of the 4<sup>th</sup> 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.</b> |
| <b>Social Studies:</b>                                       | <b>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.</b>  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <b>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.</b>   |
| <b>At-risk Services Provided by the School Psychologist:</b> | <b>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.</b>   |
| <b>At-risk Services Provided by the Social Worker:</b>       | <b>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.</b>   |
| <b>At-risk Health-related Services: (Wilson)</b>             | <b>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.</b>  |

**APPENDIX 2: Program Delivery for English Language Learners**

**Part A: LANGUAGE ALLOCATION POLICY – SEE ATTACHMENT-Lap Allocation policy**

**SCHEDULE 2010-11 (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                      |
|-----------|--------------------------|--------------------|---------------------|---------------------|------------------------|-----------------------------|
| <b>1</b>  | From:8:10<br>To: 8:30    | Morning routines   | Do Now and calendar | Check homework      | Check homework         | Check homework              |
| <b>2</b>  | From: 8:30<br>To: 9:10   | <b>ESL push-in</b> | <b>ESL push-in</b>  | Shared Reading      | Art                    | Writing                     |
| <b>3</b>  | From 9:10<br>To: 9:55    | Individual reading | Guided reading      | Individual reading  | Interactive read aloud | <b>ESL pull-out</b>         |
| <b>4</b>  | From:10;00<br>To: 10:45  | Grammar/ word work | Music               | <b>ESL pull-out</b> | <b>ESL pull-out</b>    | Conferencing                |
| <b>5</b>  | From: 10:50<br>To: 11:35 | Writer's workshop  | <b>ESL pull out</b> | Math                | Math                   | Word work                   |
| <b>6</b>  | From: 11:50<br>To: 12:45 | Lunch              | Lunch               | Lunch               | Lunch                  | Lunch                       |
| <b>7</b>  | From: 12:50<br>To: 1:35  | Gym                | Math                | <b>ESL pull-out</b> | Science                | <b>ESL pull-out</b>         |
| <b>8</b>  | From: 1:35<br>To:2:10    | Social Studies     | Writer's workshop   | Science             | Science                | Social Studies<br>Geography |
| <b>9</b>  | From: 2:25<br>To: 3:07   | Extended day       | Extended day        | Extended day        | Extended day           | Early dismissal             |
| <b>10</b> |                          |                    |                     |                     |                        |                             |

# SCHEDULE 2010-11 (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                      |
|-----------|--------------------------|--------------------|---------------------|---------------------|------------------------|-----------------------------|
| <b>1</b>  | From:8:10<br>To: 8:30    | Morning routines   | Do Now and calendar | Check homework      | Check homework         | Check homework              |
| <b>2</b>  | From: 8:30<br>To: 9:10   | <b>ESL push-in</b> | <b>ESL-push-in</b>  | Shared Reading      | Art                    | Writing                     |
| <b>3</b>  | From 9:10<br>To: 9:55    | Individual reading | Guided reading      | Individual reading  | Interactive read aloud | <b>ESL pull-out</b>         |
| <b>4</b>  | From:10:00<br>To: 10:45  | Grammar/ word work | Music               | <b>ESL pull-out</b> | <b>ESL pull-out</b>    | Conferencing                |
| <b>5</b>  | From: 10:50<br>To: 11:35 | Writer's workshop  | <b>ESL pull out</b> | Math                | Math                   | Word work                   |
| <b>6</b>  | From: 11:50<br>To: 12:45 | Lunch              | Lunch               | Lunch               | Lunch                  | Lunch                       |
| <b>7</b>  | From: 12:50<br>To: 1:35  | Gym                | Math                | <b>ESL pull-out</b> | Science                | <b>ESL pull-out</b>         |
| <b>8</b>  | From: 1:35<br>To:2:10    | Social Studies     | Writer's workshop   | Science             | Science                | Social Studies<br>Geography |
| <b>9</b>  | From: 2:25<br>To: 3:07   | Extended day       | Extended day        | Extended day        | Extended day           | Early dismissal             |
| <b>10</b> |                          |                    |                     |                     |                        |                             |

# SCHEDULE 2010-11 (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                      |
|-----------|--------------------------|--------------------|---------------------|--------------------|------------------------|-----------------------------|
| <b>1</b>  | From:8:10<br>To: 8:30    | Morning routines   | Do Now and calendar | Check homework     | Check homework         | Check homework              |
| <b>2</b>  | From: 8:30<br>To: 9:10   | <b>ESL push-in</b> | Shared Reading      | Shared Reading     | Art                    | Writing                     |
| <b>3</b>  | From 9:10<br>To: 9:55    | Individual reading | Guided reading      | Individual reading | Interactive read aloud | Individual reading          |
| <b>4</b>  | From:10:00<br>To: 10:45  | Grammar/ word work | Music               | <b>ESL push-in</b> | <b>ESL pull-out</b>    | Conferencing                |
| <b>5</b>  | From: 10:50<br>To: 11:35 | Writer's workshop  | <b>ESL pull out</b> | Math               | Math                   | Word work                   |
| <b>6</b>  | From: 11:50<br>To: 12:45 | Lunch              | Lunch               | Lunch              | Lunch                  | Lunch                       |
| <b>7</b>  | From: 12:50<br>To: 1:35  | Gym                | Math                | Social Studies     | Science                | Math                        |
| <b>8</b>  | From: 1:35<br>To:2:10    | Social Studies     | Writer's workshop   | Science            | Science                | Social Studies<br>Geography |
| <b>9</b>  | From: 2:25<br>To: 3:07   | Extended day       | Extended day        | Extended day       | Extended day           | Early dismissal             |
| <b>10</b> |                          |                    |                     |                    |                        |                             |



## **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**

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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. We use DOE translation unit to download most frequent used parent letters that are distributed schoolwide.

#### **Part B: Strategies and Activities**

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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 student's 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 2010).

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.
  - Purchased Homework help book in various languages.
  - 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. In the event that school personnel is not available we use DOE over the phone interpretation service.

**Part C: 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:** \_\_\_\_\_ 28 \_\_\_\_\_ **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.

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## 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 hour on Tuesdays.. The main curriculum areas will be teaching reading and writing skills with the *Just Right Reading Intervention* series by Options (levels C-E), Readers for Writers Series by Rourke Classroom Resources 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 1 and 2 will be grouped together and will attend an after school program on Tuesday's. The children in grades 3, 4 and 5 will be grouped together and attend an after school program on Wednesday's. 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 January and run through April. A parent involvement session is conducted monthly.

The title III program will be supervised by the Principal.

By May 2011, 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:

11/8/10, 12/6/10, 2/7/11. 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

9/29/10 Program Mandates and Instructional Programs for ELLs NYC DOE Brooklyn/Queens BETAC

#### Future Workshops:

10/29/11 and 11/9/10 Meaningful Development for Elementary ELLs NYS Manhattan/Staten Island BETAC

*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.



|   |            |  |
|---|------------|--|
|   |            |  |
| <b>Educational Software (Object Code 199)</b> | N/A        |  |
| <b>Travel</b>                                 | N/A        |  |
| <b>Other</b>                                  | N/A        |  |
| <b>TOTAL</b>                                  | \$3,724.06 |  |

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**All Title I schools must complete this appendix.**

**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 Basic | Title I ARRA | Total   |
|---|---------------|--------------|---------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               | 583,712      | 583,712 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               | 5,835        | 5,835   |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *            |         |

|  |  |   |  |
|--|--|---|--|
| 4. Enter the anticipated 10% set-aside for Professional Development: |  | * |  |
|--|--|---|--|

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_98.7%\_\_

6. 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.

**We had one teacher that needed additional classes. We offered her the stipend to take these classes during the school year however; she chose to pay for her courses during the summer. She is currently highly qualified.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement.



**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

**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.

**P.S. 312**

**School Parent Involvement Policy**

**School Year 2010-2011**

**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 learner

## **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 engage parents in discussion and decisions regarding the required Title 1 set-aside funds, which are allocated directly to schools.
- 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 including Technology
  - 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, and Asthma Projects.
- Will provide opportunities for parents to help them understand the accountability system
- Will host the required Title 1 Parent Annual Meeting on or before December 1<sup>st</sup>.
- Will host educational family events during Open School Week and throughout the school year.
- Encourage more parents to become trained school volunteers
- P.S.312 will provide school planners for regular written communication between teacher and home

#### 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.

#### The Parent Coordinator

- Will serve as a Liaison between the school and families
- Will provide parent workshops based on the assessed needs of the parents of children who attend our school
- Will work to ensure that our school environment is welcoming and inviting to all parents
- Will maintain a log of events and activities planned for parents each month.
- Will provide opportunities for parents to help them understand the accountability system
- Will translate all critical school documents and provide interpretation during meetings and events as needed.
- Will establish a Parent Resource center

---

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.

**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.

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

#### **Parent Compact Policy**

#### **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 Students
- PS312 will provide a safe, supportive and effective learning community for students and a welcoming and respectful environment for parents and guardians.
- PS 312 will share and communicate best practices for effective communication

- Will use academic learning time efficiently
- PS 312 will implement a curriculum aligned to State Standards
- PS 312 will provide instruction by highly qualified teachers and when this does not occur, notify parents as required by the NO Child Left Behind Act.
- Ps 312 will be show respect towards culture, race and ethnic differences
- 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.
- 

### **3. Parent/Guardian Responsibilities:**

- Parents will ensure that their child comes to school rested by setting a schedule for bedtime
- Parents check and assist their in completing homework
- Parents will read with their child every night
- Parents will set limits to the amount of time their child watches T.V or plays with video games
- Parents will participate in decisions relating to my child's education

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.

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.

**This Parent Involvement Policy (Including the School-Parent Compact) was distributed for review on by our SLT on October 5, 2010. The Parent Involvement Policy was updated on October 22, 2010. The final version of this policy will be distributed to the school community on November 16, 2010 and will be available on file in the Parent's Coordinator's office.**

### 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.

Our trends as seen from the graph below illustrates a regular increase across the content areas as measured by state assessments throughout grades three, four and five. Since 2009-2010 cut off scores and adjusted metric was used for the end of year assessment we had decreased in all areas across grades 3-5. If scale scores and the calibration had not changed we would have out passed our performance from last year. Please see chart below:

| GRADE | 2009 ELA<br>All Tested | 2010 ELA<br>All Tested | 2010<br>If SS of 650 |
|-------|------------------------|------------------------|----------------------|
| 3     | 88%                    | 76%                    | 93%                  |
| 4     | 92%                    | 67%                    | 92%                  |
| 5     | 94%                    | 65%                    | 95%                  |

| GRADE | 2009 MATH<br>All Tested | 2010 MATH<br>All Tested | 2010<br>If SS of 650 |
|-------|-------------------------|-------------------------|----------------------|
| 3     | 95%                     | 86%                     | 97%                  |
| 4     | 96%                     | 76%                     | 95%                  |
| 5     | 96%                     | 80%                     | 98%                  |

\*Data from NY Starts Website

In student performance the results of the 2009-2010 progress report indicates that a score of 11.2 was achieved. This is a decrease of 10.4 in student performance from 2008. In student progress the 2009-2010 progress report indicates that 13.0 was achieved. This is a decrease of 32.8 in student progress from 2008-2009. In overall score the 2009-2010 progress report indicates that 36.1 was achieved. This is a decrease of 51 points in the overall score. In school environment the results of the 2009-2010 progress report indicates that a score of 73% was achieved. In school environment these results are the same as the 2008-2009 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 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 through out 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 two students to level three 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

**Trends:**

**Assessments: Percentages in Levels 3 and 4**

| Assessments           | 2007-2008   |             | 2008-2009   |             | 2009-2010   |             |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                       | All Stud    | Gen Ed      | All Stud    | Gen Ed      | All Stud    | Gen Ed      |
| <b>Social Studies</b> | <b>94.0</b> | <b>99.2</b> | <b>97.8</b> | <b>99.4</b> | <b>98.7</b> | <b>99.3</b> |
| <b>Science</b>        | <b>97.0</b> | <b>100</b>  | <b>95.8</b> | <b>99.0</b> | <b>96.2</b> | <b>100</b>  |
| <b>Grade 3 Math</b>   | <b>95.0</b> | <b>98.0</b> | <b>95.0</b> | <b>100</b>  | <b>86.0</b> | <b>88.9</b> |
| <b>Grade 4 Math</b>   | <b>97.7</b> | <b>100</b>  | <b>96.0</b> | <b>100</b>  | <b>76.6</b> | <b>82.1</b> |
| <b>Grade 5 Math</b>   | <b>94.7</b> | <b>100</b>  | <b>96.0</b> | <b>100</b>  | <b>80.1</b> | <b>83</b>   |
| <b>Total Math</b>     | <b>95.8</b> | <b>99.0</b> | <b>95.8</b> | <b>100</b>  | <b>80.9</b> | <b>84</b>   |
| <b>Grade 3 ELA</b>    | <b>83.6</b> | <b>96.0</b> | <b>88.0</b> | <b>98.0</b> | <b>76.5</b> | <b>79</b>   |
| <b>Grade 4 ELA</b>    | <b>90.7</b> | <b>95.0</b> | <b>92.0</b> | <b>97.0</b> | <b>67.9</b> | <b>77.2</b> |
| <b>Grade 5 ELA</b>    | <b>87.0</b> | <b>96.0</b> | <b>94.0</b> | <b>98.0</b> | <b>64.3</b> | <b>72</b>   |
| <b>Total ELA</b>      | <b>87.1</b> | <b>95.0</b> | <b>91.0</b> | <b>97.0</b> | <b>69.5</b> | <b>76</b>   |
|                       |             |             |             |             |             |             |
|                       |             |             |             |             |             |             |

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.

- 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 conducts 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. Due to an ongoing partnership with the New Victory Theater our students feel that the "New Vic" is their home for theater in NYC. "The Bring Your Family Program" is designed to extend that feeling and cultural experience into our students homes.

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 into 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.

In the past we have provided a various array of services-before, during and after school. Due to the budget cuts we will be sure to include Tier1 intervention 3 times a week during extended day. Tier II intervention will be scheduled for 2 45 minute periods per week, where a specific differentiated instructional plan will be tailored to target students' unique academic needs. 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.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>"Conceptually" <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

|                         |         |     |    |     |           | program activity has been described in this plan. |                         |
|-------------------------|---------|-----|----|-----|-----------|---|-------------------------|
|                         |         | Yes | No | N/A |           | Check (✓)   | Page #(s)               |
| Title I, Part A (Basic) | Federal |     |    |     |           |   |                         |
| Title I, Part A (ARRA)  | Federal | X   |    |     | 577,877   | X   | 16,18,20,22,23,24,      |
| Title II, Part A        | Federal | X   |    |     | 142,922   | X   | 13,16,18,20             |
| Title III, Part A       | Federal | X   |    |     | 11,276    | X   | 23,24                   |
| Title IV                | Federal |     |    |     |           |   |                         |
| IDEA Special Needs      | Federal | X   |    |     | 391,871   | X   | 13, 21, 22, 23          |
| Tax Levy                | Local   | X   |    |     | 4,059,844 | X   | 13, 14 – 20, 21, 22, 23 |

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **APPENDIX 7: 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.pdf>

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### **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 do not have 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 will 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, and 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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                       |             |        |               |  |              |
|---------------------|-----------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 312 Bergen Beach |             |        |               |  |              |
| <b>District:</b>    | 22                    | <b>DBN:</b> | 22K312 | <b>School</b> |  | 332200010312 |

**DEMOGRAPHICS**

|                |       |   |   |   |    |          |   |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7  | 11       |   |
|                | K     | v | 4 | v | 8  | 12       |   |
|                | 1     | v | 5 | v | 9  | Ungraded | v |
|                | 2     | v | 6 |   | 10 |          |   |

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 61      | 63      | 72      |  | 94.7    | 94.9    | 95.3    |
| Kindergarten              | 133     | 128     | 122     |  |         |         |         |
| Grade 1                   | 148     | 142     | 135     | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 138     | 155     | 156     | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 139     | 137     | 152     |  | 96.4    | 96.4    | 97.2    |
| Grade 4                   | 157     | 140     | 148     |  |         |         |         |
| Grade 5                   | 136     | 156     | 135     | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 37.4    | 49.7    | 51.8    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 7       | 14      | 18      |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 2       | 5       | 9       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 914     | 926     | 929     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 3       | 3       | 1       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 31      | 35      | 34      | Principal Suspensions                               | 25      | 24      | 27      |
| # in Collaborative Team Teaching (CTT) Classes | 63      | 58      | 58      | Superintendent Suspensions                          | 3       | 1       | 2       |
| Number all others                              | 56      | 44      | 47      |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| <i>(As of October 31)</i>                           | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | 0       | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 64      | 69      | 72      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 25      | 26      | 7       |
| # receiving ESL services only                                     | 32      | 27      | TBD     |  |         |         |         |
| # ELLs with IEPs  | 0       | 2       | TBD     |  |         |         |         |

*These students are included in the General and Special Education enrollment information above.*

| <b>Number of Educational Paraprofessionals</b> |         |         |         |
|--|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2007-08 | 2008-09 | 2009-10 |
|  | 10      | 9       | 28      |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 98.6    | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 79.7    | 87.0    | 91.7    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 73.4    | 72.5    | 76.4    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 83.0    | 87.0    | 90.3    |
| American Indian or Alaska Native                  | 0.4     | 0.5     | 0.4     | % core classes taught by "highly qualified" teachers   | 98.8    | 92.7    | 98.8    |
| Black or African American                         | 31.3    | 33.7    | 34.4    |  |         |         |         |
| Hispanic or Latino                                | 6.7     | 8.1     | 9.6     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 3.6     | 3.5     | 3.8     |  |         |         |         |
| White   | 57.7    | 52.9    | 50.9    |  |         |         |         |
| <b>Male</b>                                       | 52.0    | 51.5    | 51.7    |  |         |         |         |
| <b>Female</b>                                     | 48.0    | 48.5    | 48.3    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  |         |         | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  |   | Category |         |               |
|--|-------------------------------|--|---|----------|---------|---------------|
|  | In Good                       |  | v | Basic    | Focused | Comprehensive |
|  | Improvement Year 1            |  |   |          |         |               |
|  | Improvement Year 2            |  |   |          |         |               |
|  | Corrective Action (CA) – Year |  |   |          |         |               |
|  | Corrective Action (CA) – Year |  |   |          |         |               |
|  | Restructuring Year 1          |  |   |          |         |               |
|  | Restructuring Year 2          |  |   |          |         |               |
|  | Restructuring Advanced        |  |   |          |         |               |

#### Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> |   | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA:                           | v | ELA:                   |
| Math:                          | v | Math:                  |
| Science:                       | v | Graduation Rate:       |

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

| Student Groups      | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |                 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |  |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native                | -        | -        |          |  |  |  |  |
| Black or African American                       | v        | v        |          |  |  |  |  |
| Hispanic or Latino                              | -        | -        | -        |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |  |
| White   | v        | v        |          |  |  |  |  |
| Multiracial                                     | -        | -        |          |  |  |  |  |
| Students with Disabilities                      | v        | v        | -        |  |  |  |  |
| Limited English Proficient                      | -        | -        | -        |  |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |  |
| <b>Student groups making</b>                    | <b>5</b> | <b>5</b> | <b>1</b> |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | C    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 36.1 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 10.1 | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 11.2 | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 13   |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 1.8  |  |  |  |  |  |    |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |                                 |
|--|--------------------|--|---------------------------------|
| Network Cluster <b>602</b>                       | District <b>22</b> | School Number <b>312</b>                 | School Name <b>Bergen Beach</b> |
| Principal <b>Linda Beal-Benigno</b>              |                    | Assistant Principal <b>Diane Denning</b> |                                 |
| Coach <b>Aril Carnella</b>                       |                    | Coach <b>type here</b>                   |                                 |
| Teacher/Subject Area <b>Chris Ann Karas/ ESL</b> |                    | Guidance Counselor <b>Marie Mathieu</b>  |                                 |
| Teacher/Subject Area <b>Susan Friedman</b>       |                    | Parent <b>Jared Wasserman</b>            |                                 |
| Teacher/Subject Area <b>type here</b>            |                    | Parent Coordinator <b>Carol Pino</b>     |                                 |
| Related Service Provider <b>type here</b>        |                    | Other <b>type here</b>                   |                                 |
| Network Leader <b>Julia Bove</b>                 |                    | Other <b>type here</b>                   |                                 |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>3</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | <b>932</b> | Total Number of ELLs | <b>28</b> | ELLs as Share of Total Student Population (%) | <b>3.00%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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 informal oral interview in English and in the native language. 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). If a translator is not on hand arrangements are made to either bring in a translator from our parent pool or to utilize the phone translation service. Within the first ten days after enrollment, if the home language is determined to be a language other than English, the LAB-R is administered one on one by the ESL teacher. If the child is deemed eligible for ESL services their families 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. Transitional Bilingual Education, Dual Language and Freestanding ESL programs are explicitly explained. If parental choice is for Transitional Bilingual or Dual Language programs our Parent Coordinator researches which other schools in our area offer such programs and supplies that information to interested parents. 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 parent orientation, program selection and placement occur. Entitlement letters in English and native languages are distributed by the ESL teacher along with a welcome letter explaining the ESL services their child will be receiving. Over the past four years, the trend has been for approximately 90% of parents to select a Free standing ESL pull-out/push-in program. Consequently, our program model is a Free standing ESL pull-out/push-in program. All students identified as ELLs receive the mandated minutes of ESL services for that school year. NYSESLAT test preparation is embedded in the ESL curriculum. Student progress is evaluated with the NYSESLAT in May. These test results also determine placement the following September.

## Part III: ELL Demographics

**A. ELL Programs**  
 This school serves the following grades (includes ELLs and EPs)  
 Check all that apply

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

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

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

|              |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Push-In      | 7        | 7        | 2        | 6        | 5        | 1        |          |          |          |          |          |          |          | 28        |
| <b>Total</b> | <b>7</b> | <b>7</b> | <b>2</b> | <b>6</b> | <b>5</b> | <b>1</b> | <b>0</b> | <b>28</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 28 | Newcomers (ELLs receiving service 0-3 years) | 22 | Special Education             | 1 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 6  | Long-Term (completed 6 years) | 0 |

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           | 0                 | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| Dual Language | 0                 | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0         |
| ESL           | 22                | 0        | 0                 | 6                | 0        | 1                 | 0                                  | 0        | 0                 | 28        |
| <b>Total</b>  | <b>22</b>         | <b>0</b> | <b>0</b>          | <b>6</b>         | <b>0</b> | <b>1</b>          | <b>0</b>                           | <b>0</b> | <b>0</b>          | <b>28</b> |

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

| Dual Language (ELLs/EPs)<br>K-8                |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|  | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|  | ELL | EP | ELL   | EP |
| Chinese  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| French   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Other  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |  |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|--|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |  |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |  |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |  |
| Spanish  |     |    |     |    |     |    |     |    | 0     | 0  |  |
| Chinese  |     |    |     |    |     |    |     |    | 0     | 0  |  |
| Russian  |     |    |     |    |     |    |     |    | 0     | 0  |  |
| Korean   |     |    |     |    |     |    |     |    | 0     | 0  |  |
| Haitian  |     |    |     |    |     |    |     |    | 0     | 0  |  |
| French   |     |    |     |    |     |    |     |    | 0     | 0  |  |
| Other  |     |    |     |    |     |    |     |    | 0     | 0  |  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |

| This Section for Dual Language Programs Only                      |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American:   | Asian:                             |
| Native American:  | White (Non-Hispanic/Latino):       |
|   | Hispanic/Latino:                   |
|   | Other:                             |

| Freestanding English as a Second Language      |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  | 1 | 0 | 0 | 1 | 3 | 0 |   |   |   |   |    |    |    | 5     |
| Chinese  | 1 | 1 | 0 | 1 | 1 | 0 |   |   |   |   |    |    |    | 4     |
| Russian  | 2 | 5 | 0 | 1 | 0 | 0 |   |   |   |   |    |    |    | 8     |
| Bengali  | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0     |
| Urdu   | 0 | 0 | 0 | 0 | 0 | 1 |   |   |   |   |    |    |    | 1     |
| Arabic   | 2 | 1 | 1 | 2 | 0 | 0 |   |   |   |   |    |    |    | 6     |
| Haitian  | 0 | 0 | 1 | 0 | 1 | 0 |   |   |   |   |    |    |    | 2     |
| French   | 0 | 0 | 0 | 1 | 0 | 0 |   |   |   |   |    |    |    | 1     |
| Korean   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        | 1        | 0        | 0        | 0        | 0        | 0        |          |          |          |          |          |          |          | 1         |
| <b>TOTAL</b> | <b>7</b> | <b>7</b> | <b>2</b> | <b>6</b> | <b>5</b> | <b>1</b> | <b>0</b> | <b>28</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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.

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 India, Haiti, Russia, China, Lebanon, Egypt, Dominican Republic, Mexico, Pakistan About 3% of the students are English Language Learners.

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/phonics 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 , ELLs receiving 4-6 years of service, 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.

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

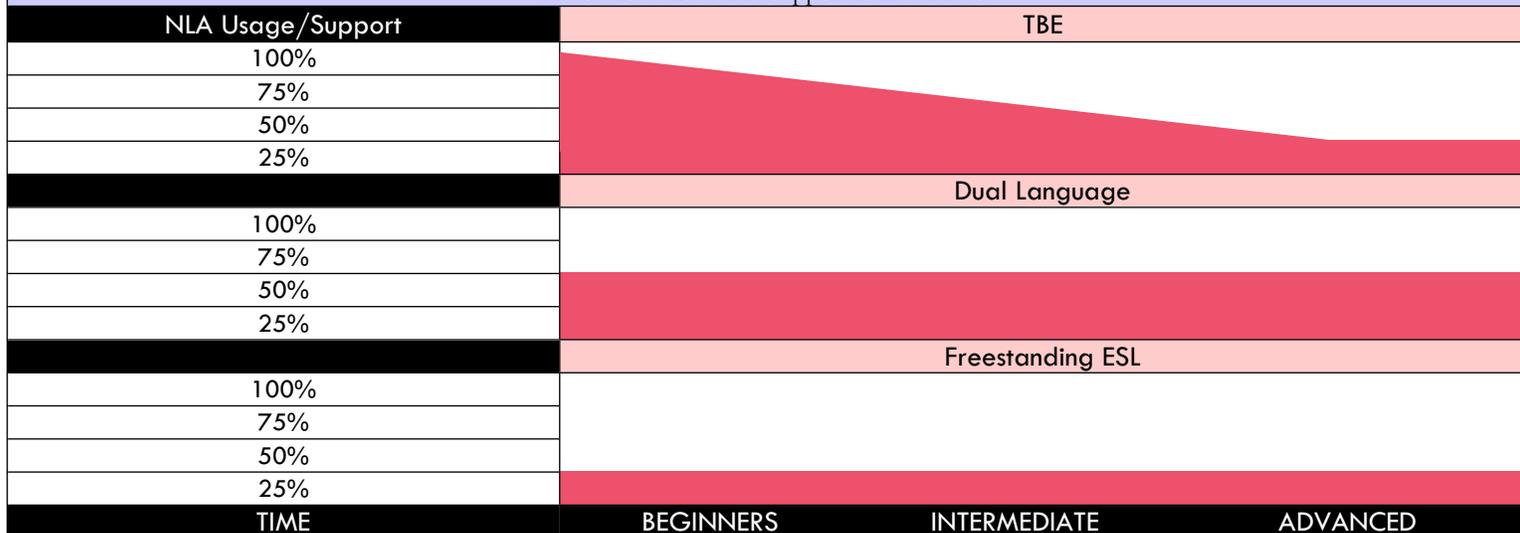
|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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. 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. Native language is supported with a mini-library in our ESL classroom. 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.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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 ESL teaching strategies, 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 to meet the 7.5 hours of required ESL teacher training:

- 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

September Professional Development is given each year to address the levels achieved on the NYSESLAT and to address weaknesses observed in the data to drive instruction. This September students were found to be most in need of writing practice. To meet that need teachers were informed how to best use ESL teaching strategies to improve ELLs writing skills. Pre-writing activities; such as the use of graphic organizers to aid the writing process and the Think Pair Share technique of student centered discussion were emphasized. Attendance records are maintained by the principal to assure that every classroom teacher completes his/her 7.5 hours.

### E. Parental Involvement

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

Paste response to questions 1-4 here

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. Parent workshops are offered by the ESL teacher on a monthly basis during the Title III ELL Afterschool Enrichment Program. How parents can help their children with school work and with literacy skills is discussed. A weekly adult ESL program is offered to parents with limited English language skills. During parent teacher conferences and school events, the ESL teacher and parent coordinator informally interview parents to determine if their needs are being met or whether additional services are needed. An ELL parent is an active member in our School Leadership Team. S/he is kept abreast of any the progress and/or issues our ELLs are having that development through out the year.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 1 | 1 | 0 | 0 | 1 | 0 |   |   |   |   |    |    |    | 3     |
| Intermediate(I)   | 0 | 5 | 0 | 2 | 0 | 0 |   |   |   |   |    |    |    | 7     |
| Advanced (A)  | 6 | 1 | 2 | 4 | 4 | 1 |   |   |   |   |    |    |    | 18    |
| Total   | 7 | 7 | 2 | 6 | 5 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 28    |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/<br>SPEAKING     | B                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | I                 | 2 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | A                 | 3 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | P                 | 3 | 3 | 5 | 6 | 2 | 1 |   |   |   |   |    |    |    |
| READING/<br>WRITING        | B                 | 1 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | I                 | 5 | 0 | 2 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | A                 | 0 | 1 | 3 | 6 | 1 | 0 |   |   |   |   |    |    |    |
|                            | P                 | 2 | 2 | 0 | 0 | 1 | 1 |   |   |   |   |    |    |    |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 1       | 2       | 3       | 1       | 7     |
| 4       | 0       | 1       | 3       | 0       | 4     |
| 5       | 0       | 0       | 1       | 0       | 1     |
| 6       |         |         |         |         | 0     |
| 7       |         |         |         |         | 0     |

| NYS ELA                |         |  |         |  |         |         |       |
|------------------------|---------|--|---------|--|---------|---------|-------|
| Grade                  | Level 1 |  | Level 2 |  | Level 3 | Level 4 | Total |
| 8                      |         |  |         |  |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |  |         |  |         |         | 0     |

| NYS Math               |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      | 0       |    | 2       |    | 1       |    | 4       |    | 7     |
| 4                      | 0       |    | 1       |    | 1       |    | 1       |    | 3     |
| 5                      | 1       |    | 0       |    | 0       |    | 0       |    | 1     |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

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

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses the Fountas and Pinnell Benchmark Assessment System. It is administered to determine independent and instructional reading levels, form initial groups for reading instruction, plan efficient and effective instruction, and assist teachers in identifying children who need

organize their ideas. They will then develop their ideas into coherent and legible sentences and paragraphs using their notes. They will practice inferencing beyond what is suggested in the picture. All levels will be able to use writing rubrics to evaluate their work and to reflect upon what they need to improve. Building vocabulary and deconstructing/reconstructing academic language is targeted daily. Grammar skills are taught and practiced through authentic writing and practice editing. Reading skills are taught and remediated daily through Interactive Read Alouds and independent reading. Literary skills are taught and literary responses are elicited regularly in both oral and in writing. Test preparation skills are embedded throughout the curriculum as well as during the Title II ELL Afterschool Enrichment Program.

Last year all of our ELLs took English language assessments. Native language glossaries are offered to students who may benefit from their use. In the event that we have any newcomers, native language tests will be administered. Program success is evaluated by the improvement students' exhibit on the NYSESLAT from year to year, as well as their improvement on the ELA, Math, Science and Social Studies exams. -----

The data patterns across proficiency levels on the LAB-R reveals that 100% of newly admitted ELL's scoring 0-17/ at Beginning level English language proficiency, advance to the Intermediate level or higher by the end of their first year of receiving ESL services. By the end of their second year of ESL services 85% of those students have achieved Advanced levels of proficiency or have tested out of ESL. By the end their third year that number increases to 90% and to 98% in the fourth year. By the end of their fifth year of ESL services 100% of those students testing out of ESL.

School leadership and teachers use periodic assessments to inform instructions as well as to determine whether additional services are required for struggling students. The school is learning that the progress of our ELLs is steady. Reading levels are advancing and are near or at grade level at the end of the school year for the majority of students.

Students' native languages are used in the ESL classroom during small group discussions. Students who share a common native language are encouraged to use it to aid in comprehension of English texts. Students are given the option to use their native languages in writing in their journals and vocabulary notebooks as well. When bilingual text are available, they are included as instructional texts. Multicultural texts, such as folktales and fables from around the world, are used to reflect the varied cultures represented by the students.

### **Additional Information**

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

If our budget permits we will offer a Title III program to our ELL students after school. The 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), Readers for Writers Series by Rourke Classroom Resources 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 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 November and run through May. A parent involvement session is conducted monthly.

## Part VI: LAP Assurances

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |
|              | Coach                |           |                 |
|              | Guidance Counselor   |           |                 |
|              | Network Leader       |           |                 |
|              | Other                |           |                 |