



P.S. 319

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 319
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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
Aleyda Zamora Martinez	Principal	Electronic Signature Approved. Comments: All Saved
Carol Hacker	UFT Member	Electronic Signature Approved. Comments: override override All Saved
Jane Pedota	UFT Chapter Leader	Electronic Signature Approved. Comments: override approved Approved
Stacy Biscuti	UFT Member	Electronic Signature Approved. Comments: override yes Approved
Jisel Quezada	Parent	Electronic Signature Approved. Comments: override override Approved
Maria Martinez	UFT Member	Electronic Signature Approved. Comments: override override All saved
Vicky Delia	DC 37 Representative	Electronic Signature Approved. Comments: override override Approved
Adele Adames	Parent	Electronic Signature Approved. Comments: override override Approved
Annie Collado	Title I Parent Representative	Electronic Signature Approved. Comments: override override Approved
Carolina Chinchilla	Pta President	Electronic Signature Approved. Comments: override yes Approved
Angie Patruno	Parent	Electronic Signature Approved. Comments: override override Approved

Janira Figueroa	Title I Parent Representative	Electronic Signature Approved. Comments: override override Approved
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* 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.

Public School 319 is an early childhood school located in the Williamsburg community of Brooklyn. P.S. 319 is a wonderful school where young children are warmly welcomed to what is, for most, their first formal school experience. Our school encompasses pre-kindergarten through grade one. There are 192 students attending two full day pre-kindergarten classes, four kindergarten classes and three first grades. The configuration of our classes has changed. This reconfiguration, in response to parent requests, will allow more of our students to continue in our school through first grade and will reduce the size of our first grade classes. One kindergarten and one first grade are Integrated Co-Teaching classes; each ICT class has a special education teacher and a general education teacher.

P.S. 319 is a small school with a friendly and caring atmosphere. Small classes are taught by highly qualified, certified teachers. Because our school is the first educational experience for our children, our goal is to instill a lifelong love of learning and to foster pride and self-esteem in every child. The teachers, led by our principal, Aleyda Martinez, constantly strive to meet the needs of each child, both academically and socially. Each student is celebrated for his/her uniqueness. Staff members continuously expand their own knowledge by participating in study groups and workshops and through inter-visitation within our school, as well as in other schools.

Through data driven instruction, goals and objectives are established for the whole school, groups and individual children. Every child at P.S. 319 has an individual educational plan which establishes specific, measurable goals based on data gathered through assessment. As goals are met, others are established. By differentiating instruction, we endeavor to address the educational, social, physical and emotional needs of all children in order to meet the challenges of the future. Our early morning extended day activities for first grade students, along with our after school program for kindergarten and first grade, offer additional instruction and enrichment opportunities. Our AIS teachers have attended professional development classes for Wilson's *Foundations* program to give targeted instruction to identified students.

We strive to meet the needs of our parents and community members by providing frequent workshops during the day, in addition to a very successful adult ESL program after school. As a result of our inclusive environment, relationships between staff, students and parents are strong. We understand that all stakeholders- parents, educators and the community- must be involved in the educational process in a mutually supportive environment.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 319								
District:	14	DBN #:	14K319	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	35	36	36		TBD	TBD	TBD		
Kindergarten	86	78	87						
Grade 1	47	57	53	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.3	91.11	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		80.9	80.9	94.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	TBD		
Grade 12	0	0	0						
Ungraded	2	0	5	Recent Immigrants - Total Number:					
Total	170	171	181	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	16	13	13	Superintendent Suspensions	0	0	TBD		
Number all others	3	3	4						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	12	13	19				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	20	25	21	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	0	6	Number of Teachers	14	15	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	3	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	71.4	86.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	57.1	60	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	80	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	94.1	TBD
Black or African American	4.1	2.9	2.8				
Hispanic or Latino	93.5	94.7	94.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	0.6	0.6				
White	0.6	0	0				
Multi-racial							
Male	52.9	48	44.8				
Female	47.1	52	55.2				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	-					
Student groups making AYP in each subject	3	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation: W
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data W
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals W
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals W
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals W
Additional Credit	Quality Statement 5: Monitor and Revise W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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/Teacher 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 your 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 implications 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?

P.S. 319 is a unique entity: a small early childhood school with an experienced and dedicated staff. On each Quality Review, P.S. 319 has received a rating of well-developed. Our last reviewer indicated that we are an excellent school characterized by an excitement in learning where the staff shares the principal's high expectations and passion for their students' success. We have many innovative programs and a wide range of additional activities. These include art and dance, as well as before and after school programs that enrich and extend our curriculum. By working together, the staff continuously endeavors to improve teaching and learning through study groups and targeted professional development.

Visitors from various schools come to view our various programs, especially our writing program, which has been immensely successful. According to our *Learning Environment Survey Report*, parents who responded (100%) rated our school over 9 (on a scale of 0-10), in every category, which places P.S. 319 at the top of the city in each category.

One of our greatest accomplishments over the last several years has been our development of a system for assessing individual, class and grade level progress and using this data to improve and focus instruction. The Department of Education does not formally assess students below third grade. Therefore, we have developed our own monthly tests in literacy and mathematics. Our data specialist has devised methods to analyze and disseminate this information. Achievement is displayed via computer generated graphs. These graphs are used by teachers and our administrator to monitor progress. This enables us to determine which students are in need of additional instruction, as well as areas of professional development that would benefit our staff.

This gathering and analysis of data has led to an additional accomplishment. Each student has an individual portfolio which includes the information disseminated monthly, along with published writing examples. The data gathered from the assessments is used to develop an individual educational plan for every student, establishing goals in each subject area. As goals are met, new ones are established. Our focus on differentiating instruction allows us to present information in a variety of ways to meet the needs of each child. To provide continuity of instruction for individual progress, the portfolio follows the child to the next grade.

Although we have made great strides in gathering and analyzing data, we have been unable to compare our progress to similar schools. This is due to the fact that there are few early childhood schools in the city and because formal testing, except for E-CLAS2 and NYSESLAT, is not offered for classes below the third grade.

Our last reviewer suggested that we to continue to refine the integrated curriculums to ensure that all subject areas are aligned and connected throughout all grade levels. Teachers have been working collaboratively in cross curricular mapping and implementing integrated curriculums throughout the year.

Although our kindergarteners and first graders have always met standards or excelled, our principal and teachers see the need for improving and extending their reading performance. Our goals this year include an emphasis on vowels: short vowel concentration in kindergarten and long vowel patterns in grade one. Reading level standards for kindergarten will be examined for alignment with those of Teacher's College.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> Goal I : To provide instruction for our 1st grade students emphasizing the recognition of vowel sounds as measured by the ECLAS 2 and teacher made assessments <p style="text-align: center;">By January 2011, 70-75% of first grade students will be able to decode long vowel words with the final silent "e"</p> <p style="text-align: center;">By January 2011, 65-70% of first graders will be able to decode words containing the vowel patterns "ea," "ee," and "ai"</p> <p style="text-align: center;">By June, 2011, 85-90% of first grade students will be able to decode long vowel words with the final silent "e"</p> <p style="text-align: center;">By June 2011, 80-85% of first grade students will be able to decode words containing the vowel patterns "ea," "ee," and "ai"</p> <p style="text-align: center;">By June 2011, 65-75% of first graders will be able to decode words containing the vowel patterns "oa," "oo" and "ow"</p>	<input type="checkbox"/> As per the May 2010 ECLAS-2 assessment, knowledge of vowel sounds presented as a common area of need. Additionally, further data analysis revealed that first graders would benefit from additional targeted instruction in the recognition of vowel patterns (ea, ee, ai, oa, oo, ow) and long vowels with the final silent "e".
<input type="checkbox"/> Goal II : To provide instruction for our	<input type="checkbox"/> Our first grade teachers have found that our kindergarten students enter grade one with a solid foundation in

<p>kindergarten students emphasizing the recognition of short vowel sounds as they relate to the pattern of letters in written words as they occur in predictable and generalized ways, specifically in cvc (consonant, vowel, consonant) words.</p> <p>By January 2011, 70-75% of kindergarten students will be able to decode cvc words with the medial short vowel sounds of "a" and "i".</p> <p>By June 2011, 80-85% of kindergarten students will be able to decode cvc words with all medial short vowel sounds.</p>	<p>consonant letter/sound recognition. However, the first grade teachers have found that the students need a stronger background in recognizing and decoding short vowels in cvc words. The goal of phonics is not that children be able to state the "rules" governing letter-sound relationships. Rather, the purpose is to get across the alphabetic principle, the principle that there are systematic relationships between letters and sounds.</p>
<p><input type="checkbox"/> Goal III</p> <p>To improve the reading performance of our kindergarten students as per the benchmarks set by Teacher's college Reading/Writing Project</p> <ul style="list-style-type: none"> • By March 2011, 70-75% of kindergarten students will be reading at a Teacher's College level C or higher • By June 2011, 70-75% of kindergarten students will be reading at a Teacher's College level D/E or higher 	<p><input type="checkbox"/> In order to monitor the progress of kindergarten students in reading, students will be tracked to ensure they meet or exceed grade level standards as set by Teacher's College Reading and Writing Project.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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 English Language Arts as it applies
(where relevant) : to all subject areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal I :</p> <p>To provide instruction for our 1st grade students emphasizing the recognition of vowel sounds as measured by the ECLAS 2 and teacher made assessments</p> <p style="padding-left: 40px;">By January 2011, 70-75% of first grade students will be able to decode long vowel words with the final silent "e"</p> <p style="padding-left: 40px;">By January 2011, 65-70% of first graders will be able to decode words containing the vowel patterns "ea," "ee," and "ai"</p> <p style="padding-left: 40px;">By June, 2011, 85-90% of first grade students will be able to decode long vowel words with the final silent "e"</p> <p style="padding-left: 40px;">By June 2011, 80-85% of first grade students will be able to decode words containing the vowel patterns "ea," "ee," and "ai"</p> <p style="padding-left: 40px;">By June 2011, 65-75% of first graders will be able to decode words containing the vowel patterns "oa," "oo" and "ow"</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Classroom teachers, AIS providers, phonics clusters and the data specialist will collaborate in order to improve student performance in long vowel identification • Monthly grade conferences will be held in order to identify successful strategies to be used in the classroom • Extended day early morning programs and after-school programs will allow for reinforcement of the identified strategies

	<ul style="list-style-type: none"> • Classroom teachers will communicate with parents regarding student progress • Will utilize ARIS as a tool for compiling and analyzing data • Teachers will observe <i>Foundations</i> lessons taught by trained <i>Foundations</i> instructors
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <ul style="list-style-type: none"> • After-school instructional program: Monday- Thursday, September 27, 2010-April 14, 2011- Bulk Job # GEP6x. 1 teacher-102 days x 1 hour 45 minutes x \$49.89= \$8,906. Funded by Title I <input type="checkbox"/> • \$1000 General Supplies money- Activity Code 05551 to fund Vowel learning games. Funded by Tax levy.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>The following instruments of measure will be used:</p> <ul style="list-style-type: none"> • ECLAS-2 results • Teacher made assessments • Spelling tests • Reading levels • Informal/formal observations • Conferring notes (classroom teachers/AIS providers) • Student work • Student Educational Plan

Subject Area
 (where relevant) :

Reading/Phonics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<input type="checkbox"/> <p>Goal II :</p>
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<p><i>Time-bound.</i></p>	<p>To provide instruction for our kindergarten students emphasizing the recognition of short vowel sounds as they relate to the pattern of letters in written words as they occur in predictable and generalized ways, specifically in cvc (consonant, vowel, consonant) words.</p> <p>By January 2011, 70-75% of kindergarten students will be able to decode cvc words with the medial short vowel sounds of “a” and “i”.</p> <p>By June 2011, 80-85% of kindergarten students will be able to decode cvc words with all medial short vowel sounds.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will meet during various conferences (cabinet, grade, cross-grade, faculty) to map a strong strategy for short vowel instruction in addition to <i>Foundations</i> instruction • Kindergarten teachers will participate in Professional Development in order to gain a better understanding of how to plan for and implement this curriculum. • Kindergarten teachers will be able to attend a Phonics Instruction Study Group. This group will also develop assessments to chart student progress in short vowel recognition and decoding skills • Kindergarten teachers will participate in inter-school visits to observe other teachers and staff developers and carry out best practices in phonics/short vowel instruction • Principal will observe and participate in walk throughs to ensure that teachers are planning for and implementing lessons based on phonics instruction in kindergarten
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • After-school instructional program: Monday- Thursday, September 27, 2010-April 14, 2011- Bulk Job # GEP6x. 1 teacher-102 days x 1 hour 45 minutes x \$49.89= \$8,906. Funded by Title I <input type="checkbox"/> • \$1000 General Supplies money- Activity Code 05551 to fund Vowel learning games. Funded by Tax levy. • Substitute teacher to facilitate inter-visitations- \$1600

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>The following instruments of measure will be used, with the frequency of assessment indicated in parenthesis:</p> <ul style="list-style-type: none"> • Reading Records (monthly) Student Work (ongoing) Classroom Visits (ongoing) Evidence of Strategic Instruction in NYSESLAT (ongoing) Formal/Informal Observations (varied)
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Subject Area
 (where relevant) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <p>Goal III</p> <p>To improve the reading performance of our kindergarten students as per the benchmarks set by Teacher's college Reading/Writing Project</p> <ul style="list-style-type: none"> • By March 2011, 70-75% of kindergarten students will be reading at a Teacher's College level C or higher • By June 2011, 70-75% of kindergarten students will be reading at a Teacher's College level D/E or higher
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Public School 319 utilizes the workshop model of the Teacher's College Reading and Writing Project. This program is supplemented by the MacMillan/McGraw-Hill <i>Treasures Reading Program</i>. As per the benchmarks set by Teacher's College, reading levels of kindergarten students are assessed for the first time during the month of January. Kindergarten students are on grade level in June if they are reading at a level of D/E or above. Our ultimate goal is for 70-75% of our kindergarten students to meet that standard.</p> <ol style="list-style-type: none"> 1. Principal will collect all reading levels (beginning in January 2011) or text gradient sheets to evaluate student reading progress on a monthly basis 2. Principal and teachers will analyze reading performance and in turn identify students in need of reading improvement 3. Small group and/or 1:1 instruction will be available for those students that are not reading on level 4. After-School Programs will focus on those skills imperative to reading success: phonics, vocabulary, comprehension etc. 5. Various sources of data will be analyzed to ensure on-grade reading levels (conferring notes, reading levels, periodic assessmentd, ECLAS-2, ARIS 6. Teachers will utilize available technology in order to enhance reading skills (ie: One More Story, educational websites
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • After-school instructional program: Monday- Thursday, September 27, 2010-April 14, 2011- Bulk Job # GEP6x. 1 teacher-102 days x 1 hour 45 minutes x \$49.89= \$8,906. Funded by Title I <input type="checkbox"/> • \$1000 General Supplies money- Activity Code 05551 to fund Vowel learning games. Funded by Tax levy.

Indicators of Interim Progress and/or Accomplishment

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



- TCRWP Benchmarks (<http://wrproject.tc.columbia.edu>)
- Conferring Notes
- ECLAS-2 (ARIS)
- Reading Levels- starting January 2011 (Text gradient)
- Periodic assessments
- Observations
- Student Work
- Individual Student Educational Plans
- AIS pull-out
- Weekly sight word assessments
- Monthly teacher-made assessments

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27		N/A	N/A				
1	6		N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Kindergarten and first grade students receive AIS in small group and/or one-to-one instruction. This instruction is provided by fully licensed teachers, both of whom are special education/resource room teachers. These trained AIS teachers use Wilson’s <i>Foundations</i> program. Student performance is measured three times a year and students not reaching benchmarks work with one of our AIS teachers in small groups or individually. All students in need of AIS can attend our after school program. Kindergarten and pre-kindergarten students are eligible for our academic summer school program. First graders in need of AIS are grouped in our morning extended day program where students are grouped by ability with no group exceeding five students. These students are also encouraged to attend our after school program which has an additional first grade class this year. Wilson’s <i>Foundations</i>, learning games and skills books are used as needed.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Houghton-Mifflin math skills books and math learning games providing hands-on learning are used by AIS teachers for students in need of additional instruction in mathematics. Kindergarten and first graders receive AIS in one-to-one and small group instruction during the school day and can attend our after school program and academic summer school program. First graders also can receive AIS in the morning extended day program.</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor meets once weekly with children in need of AIS counseling services.</p>

At-risk Services Provided by the School Psychologist:	The psychologist observes students and confers with teachers to determine the necessity for AIS counseling.
At-risk Services Provided by the Social Worker:	The school social worker observes and counsels students in need of AIS, as well as their families, if needed.
At-risk Health-related Services:	The speech teacher determines which students are in need of AIS speech services and meets with them twice or three times a week.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Kindergarten and First Grade

Number of Students to be Served:

LEP 35

Non-LEP 122

Number of Teachers 1 ESL Teacher

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

Our Language Instruction Program provides for social and academic English instruction through the use of second language methodologies. Twenty-five kindergarten and 10 first grade students are English Language Learners. Most of the kindergarten students in our pullout ESL program are Spanish speaking. One is Chinese. All of the ESL first grade students have Spanish as their primary language. The ESL teacher has permanent state certification in Teaching English to speakers of Other Languages, is licensed and has been teaching for over 25 years. The students identified in the beginning and intermediate levels receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. The pull-out model of instruction is used. In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffolded to address all content areas.

ESL Instructional Program

The writing and reading program builds language and literacy. In English the program offers differentiated instruction for students across the stages of language acquisition and supports the classroom programs. Instruction in English will be based on a comprehensive literacy program including balanced literacy, *Foundations* and the MacMillan-McGraw Hill *Treasures* program. The MacMillan-McGraw Hill literacy program has separate instructional activities for students on level, those who are above level and for those who need additional practice. The mathematics curriculum includes individualized activities based on need. According to need, all first grade ELL students are grouped together in our extended day morning program.

Targeted Intervention Programs :

During the school day ELL children are instructed by AIS teachers if qualified. The AIS teachers are certified in special education and the teacher who instructs EL/ AIS students is a certified bilingual teacher. An ELL class is offered in our after school program. The after school classes will be held Monday to Thursday from 3:05 pm to 4:50 pm, from September 21, 2010 to April 29, 2011. The afterschool class for ELL children is taught by a teacher certified as bilingual K-12. The Wilson *Foundations* program will be used for phonics. Houghton Mifflin will be used to supplement *Everyday Mathematics*.

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.

To ensure that teachers instructing ELL students are provided with targeted professional development, Public School 319 will provide extensive professional development for these teachers according to the individual needs of these teachers as stated in their individual goals and suggested by observations by the administration. Currently the teachers are receiving professional development to ensure that our curriculum is aligned with the new core standards.

The group will continue to read the book, *Balanced Literacy for English Language Learners* by Linda Chen and Eugenia Mora-Flores which addresses adaptations needed to ensure that ELLs fully develop their reading and writing abilities. The study group will be led by Mrs. Aleyda Martinez our principal.

Our ESL teacher will also attend workshops as needed. Per diem substitutes will cover her program on the dates as required. This professional development will enable participants to connect principles of learning theory to second language learning and literacy development, develop an appropriate instructional design using a workshop model, view model classrooms and attend activities outside of school in order to network and discuss best practices for English Language Learners. The ESL teacher can then share what she has learned with the rest of the staff.

Section III. Title III Budget

School: **P.S. 319**
 BEDS Code: **331400010319**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14,830	<input type="checkbox"/> ELL After School Program, Monday-Thursday, 9/21/10-4/28/2011. 1 Teacher x 106 Sessions x 1.75 Hours x \$49.89 = \$9254.60 ESL Parent Class, Tuesday, Wednesday, 9/21/10-

		4/28/11 \$49.89 = \$4041.09 ESL Study Group, Monthly, Friday, December-May 5 Teachers x 6 Sessions x 1 Hour x \$49.89 = \$1496.70
Purchased services - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> No expenditures in this category for FY'11.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$207.28	Books for professional development- <i>Balanced Literacy for English Language Learners</i>
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> No expenditures in this category for FY'11.
Travel	\$0	<input type="checkbox"/> No expenditures in this category for FY'11.
Other	\$0	None
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Leadership Team uses parent feedback on surveys to review and assess P.S. 319's written and oral interpretation needs.

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.



All school and home written interactions are sent home in English with a Spanish translation below. We have adequate staff, including our Parent Coordinator, to translate any oral conversations into Spanish for our entire staff and the parents. Parents who speak languages other than Spanish are made aware of the DOE translation services that are available, if needed. For parent/teacher conferences, we employ translators from Legal Interpretation Service. We use our own paraprofessionals for after school translation and they are paid using Translation Funding in Galaxy for evening conference hours. All students receive report cards in their native language, if needed. These findings were determined through Leadership issued surveys and were reported at staff meetings and reported to the parents at a PTA meeting.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

As indicated above, all written communication with parents is always provided in both English and Spanish. We plan to use the Department of Education translation services to translate written communications in the native language for families requiring translation of written communication and notices in languages other than Spanish. Report cards will be sent home in the student's home language.

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.

Translators for Spanish speaking parents are always available. We have used and will continue to use the available telephone translations for any communication need for our families who speak other languages. Parent volunteers are used as well. For scheduled parent-teacher conferences, we have used and will continue to use translators from the Department of Education approved vendor Legal Interpretation Services. However, for evening conferences in the 2010-2011 school year, we will use part of our interpretation allocation to pay paraprofessional to translate in Spanish.

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>.

1. At the beginning of the school year, every family will receive a copy of Chancellor's Regulation A-663 Attachment A advising them of language assistance services available to them. In addition, for the Spring 2011 registration period, parents will be given a copy of this notice.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$127,025	\$51,875	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,270		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,356	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$12,702	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.
 None

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

<p style="text-align: center;">Public School 319 Parent Involvement Policy 2010-2011</p>
<p>At Public School 319 our goal, as it relates to parent and community involvement, is to strengthen the relationship between home, school and community and to increase the connections among parents, families and the community. We recognize that parents are our children’s first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work arduously toward maintaining a strong working relationship with all . Parents are invited to attend both a curriculum conference, as well as a language conference in early September. At the curriculum conference each teacher meets with the parents of children in her class to explain</p>

expectations, what the children will be learning that year and how parents can become involved in their child's education. At the language conference, the parents are made aware of the programs for our English Language Learners to help them decide which program they deem appropriate for their child's needs. Parents are then able to sign their child into either the Transitional Bilingual class or the English as a Second Language program .

To encourage our ELL parents to increase their participation and involvement in our school, their children's education and the community, we provide an after-school ELL program for parents. Our program includes beginner and intermediate levels. English skills are taught using the *Rosetta Stone* computer program with instructor supervision. The class is taught by a certified ESL teacher and is limited to 15 parents. Classes are held Tuesdays and Wednesdays from 3:05 to 4:35 PM and began September 21, 2010 and will end April 28, 2011 .

P.S. 319 has an open door policy and parents are given many opportunities to participate in our school programs. To make parents at ease in our school the principal and parent coordinator welcome parents during arrival and dismissal. To encourage a close relationship between parents and teachers, the children are dismissed from their rooms to enable the teachers to have daily interaction with parents . Parents are kept involved in their child's progress via weekly reviews sent home by the instructor, parent-teacher conferences, special events and other forms of communication. The staff at P.S. 319 encourages parents to become knowledgeable and involved in their child's education.

Parents are involved in many aspects of our school through the PTA and the School Leadership Team. Parents are encouraged to be involved in class activities including trips, performances and special projects. Planned activities such as our annual pumpkin contest, art displays, dance recitals, Dr. Seuss party, moving-up ceremonies and Principal for a Day activities allow parents to be involved in our school.

Through our community partnerships with various agencies, educational opportunities and workshops are offered to parents. For example, our partnership with Woodhull Hospital enables us to provide parents with workshops about pertinent topics including child health and nutrition, asthma, cancer prevention and CPR training. Translators are available at every meeting. Through our relationship with the police and fire departments, we offer fire and safety workshops for both children and parents. Each year, our children are provided with dental screenings on the Dental Van from New York University. Parents are surveyed in September to assess in which topics they are interested. The following are examples of workshops offered to parents:

Our Parent Coordinator holds workshops for parents with children in the ELL program.

Topics addressed include obtaining health service for families, discipline, ways to help with

school work and home reading which children, parents, and teachers will use 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 NY DOE Parent Coordinator website. The Parent Coordinator will make parents aware of school, community and city resources available to them. Parents, in consultation with students, 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.

We also maintain a parent library to provide parents with the opportunity to borrow books and videos on a variety of topics related to students' participation in activities, services, programs, and Title I, Part A, of the Elementary and Secondary Education Act (ESEA) participating child welfare programs that give parents the opportunity to be parents, the students will share the responsibility for the student's academic achievement and development. The school and parents will build and develop a partnership that will help children achieve the State's high standards. Our library includes children's books in English, Spanish, Bengali, Chinese and Korean.

SCHOOL RESPONSIBILITIES
 P.S. 319 staff and our principal encourage close ties with the neighborhood day care centers that feed into our schools. Mrs. Martinez, our principal, is on the board of the Puerto Rican Institute. Having a close association with high-quality programs including the Williamsburg Y, Head Start, Nuestra Niña and others provide participating children with a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

We invite and encourage the parents of children in day care to participate in our parent workshops and welcome these parents and their children to our kindergarten and prekindergarten orientations. We encourage children and their parents to be involved in giving to those less fortunate than they are. We have food and/or clothing drives for local families in need and participate in Toys for Tots and Penny Harvest children identified by their teachers as being in need of extra help. All of our first graders attend our before school extended day program and can attend our after school program. According to our periodic assessments or by teacher recommendation, students are assigned to our AIS program. Not only will these children receive additional help in a very small group or individually, but they will have the opportunity to develop a supportive relationship with an adult in addition to their parents and teachers.

In addition, teachers frequently keep parents informed, as needed, at other times. The Environmental Survey is conducted every year to ensure that the needs of our parents are being addressed. Our outstanding relationship with our parents is reflected in the results on the above survey: according to our *Learning Environment Survey Report*, parents who responded (100%) rated our school over 9 (on a scale of 0-10), in every category, which places P.S. 319 at the top of the city in each category. The Parental Involvement Policy is distributed each September and is reevaluated each June.

- As needed, the staff will meet with parents before or after school.
- Parents accompany their children's classes on trips and volunteer for various activities in the classrooms. Parents are encouraged to participate in our annual parent/child pumpkin contest and semi-annual plant sales. Many parents participated in our school painting program, enabling us to have fabulous, child-centered pictures throughout our school.

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 shall outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. P.S. 319 will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- The school will invite to all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend;
- provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

PARENT RESPONSIBILITIES

We, as parents, will support our children’s learning in the following ways:

- supporting my child’s learning by making learning a priority in our home by:
 - Ø Ø Ø talking with my child about what he/she did in school that day
 - Ø monitoring homework to ensure it is correct and complete
 - Ø Ø
- volunteering in my child’s class
 - · · · · · · · · · · supporting the school’s discipline policy and

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

P.S. 319, as an early childhood school (grades pre-k-1st) does not participate in city-wide or state-wide testing, other than ECLAS-2 and NYSESLAT. Therefore the staff has developed monthly tests used to determine the needs of the school, grade and each child. The monthly tests are tied to the curriculum maps that conform with city and state standards. The assessments are based on the curriculum maps that were developed by our school leaders and the teachers. The data derived from these tests is used to drive instruction for each grade, class and individual students. The results of the testing are compiled and graphed by our data specialist and through the results it is evident if skills need to be retaught to a class, group or an individual student. Throughout the school year, needs are assessed in this way.

Although our first graders all attend our extended day program, our regular first grade class size has historically been quite large. With the addition of a third first grade, class size has been reduced. A second first grade after school class allows more first graders to attend our after school programs.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Using the assessments described above we provide opportunities for all students to meet the state's proficient and advanced levels of achievement in the future. For students to reach proficient or advanced levels as they continue in school, they must master the basic skills in the lower grades. The assessments allow the staff to focus on skills the students need to strive toward mastering standards. The data gathered drives instruction and identifies skills mastered and the next steps for individual students, groups, classes and grades as a whole. Goals for children mastering skills and meeting standards, are based on enrichment opportunities.

To better meet the needs of our first graders, an additional first grade has been added to reduce class size. An second after school first grade class has been formed that will double the number of first graders able to receive additional instruction.

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.

- P.S. 319 provides an extended day for all of our first grade students in our early morning program. Children in this program are grouped according to ability with no more than five children in each group. Thus, children in need of AIS are grouped together, while others can be offered enrichment opportunities. Our after school program provides AIS and enrichment for children in kindergarten and grade one. A summer academic program is offered each year to help students maintain and extend what they have learned during the school year. The addition of a third first grade and a second first grade after school class, increases instructional time. The third first grade allows for smaller class size which has been proven to better the quality of classroom instruction.

- o Help provide an enriched and accelerated curriculum.

- In both our extended day and our after school program opportunities for enrichment and acceleration are provided. An example of this was the *Story Pirates* program that we received as a part of a grant last year. Actors took the stories written by the children and used them as performance pieces. Children in our after school program have the opportunity to learn more about social studies and science and the world around them using *National Geographic Explorer*. During the school day our kindergarten and first grades use the *Treasures* language arts program as part of our English Language Arts curriculum. This program provides a separate component for more advanced students. All students partake in enrichment programs during the school day that include dance, visual arts and drama

- o Meet the educational needs of historically underserved populations.

- The student population at P.S. 319 is approximately 95% Hispanic, historically an underserved population. We have always been dedicated to the needs of these children and their families. We have a well developed ELL program taught by an experienced, well qualified teacher licensed in this area. Our psychologist, guidance counselor, social worker and speech teacher are bilingual or have an assistant who is. ELL students are encouraged to attend our afterschool and summer school programs. Students who are in the ELL program and are in need of AIS are serviced by a bilingual, special education teacher. In addition we have programs for parents to enable them to more fully participate in their children's educations. We offer an afterschool ESL program taught by our ESL teacher. Parent workshops on education, health and practical matters are offered throughout the year and are always translated into Spanish. Translators are available at all parent-teacher and PTA meetings. All notices and reports to parents are translated into Spanish. We have many on our staff who are Spanish speaking and can translate for a parent needing help. Translation in other languages is supplied through the DOE translation services.

- o 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.

Our psychologist, guidance counselor, social worker and speech therapist meet with any students at risk in addition to those children requiring these services as mandated by their IEPs. The educational needs of the children at risk are met by our two AIS teachers, both of whom have special education certification. As stated before, all children are assessed monthly and the results of these tests are used to identify children who need extra help from our AIS teachers, whose groups are fluid according to the needs of students. We use Wilson's *Foundations* program for mastering phonics. The *Treasures* literacy program includes a separate review program for those students not on level. All students in need of AIS are encouraged to attend our after school and summer school programs. First graders not reaching standards are grouped for additional instruction in our extended day morning program in groups of no more than four and can attend our after school program as well.

o Are consistent with and are designed to implement State and local improvement, if any.

All of our curriculum maps, developed by our school leaders and teachers are aligned with the state standards in each subject area. Our staff has attended professional development about the new Common Core Standards and are currently meeting weekly to ensure that our curriculum in every subject is aligned with these new national standards.

3. Instruction by highly qualified staff.

100% of our staff is well qualified.

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.

Professional development is ongoing in the school and is offered in response to perceived school and teacher need. It includes the following:

- Instruction/ demonstration lessons by staff developer
- Study groups
- Instruction/demonstration lessons by Writing Specialist
- Inter-class and inter-school visitations
- Use of outside agencies for staff development if warranted
- Attendance at TC or district offered classes by staff members

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

Public School 319 has a stable staff with little turnover. We often receive applications and job resumes and if there is an opening the candidates are carefully screened and interviewed by our school leaders. Teacher candidates are asked to do a demonstration lesson and previous schools are always contacted.

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

Public School 319 offers opportunities for parents to become involved in their children's education. Parents participate in the PTA and the School Leadership Team. Parents are invited to a variety of Parent Workshops organized by our Parent Coordinator. Topics offered include child health and development, nutrition, ways to help children in school and health insurance options, among others. Parent orientations are held every September to enable parents to establish open communication with their child's teacher and become aware of expectations and resources. Parents are encouraged to volunteer in their child's class.

Every year a parent afterschool ESL program is offered and is taught by our ESL teacher. The Rosetta Stone software is used and both beginner and intermediate levels are offered.

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.

We are in close contact with the area's daycare and Head Start programs. Our principal, Aleyda Martinez is on the board of the Puerto Rican Institute which has a preschool program that sends children to our school. Parents from these programs are invited to attend our parent workshops held throughout the year. Children from each program come for an orientation so they will become familiar with our school. The directors of these programs work closely with our school to make us aware of the needs of individual students.

In addition our school leaders have visited and observed these programs to enable us to share ideas and teaching strategies.

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.

P.S. 319, as an early childhood school participates in only ECLAS-2 and NYSESLAT testing. All other state and citywide testing does not apply to our school because testing begins in third grade. Therefore the leaders of our school and the teachers have developed our own testing system. Working together at cabinet meetings, grade conferences and at faculty meetings the teachers have developed monthly assessments in ELA and math that are aligned with staff developed curriculum maps. The information gathered from the monthly tests is compiled and graphed by our data specialist. At a glance, teachers and our principal can see which skills have been mastered by each student and where additional help is needed. This information is used to drive instruction. Teachers can also recommend additional students for AIS.

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.

As stated above, we have in place a system of monthly assessments that is used to drive instruction and identify students in need of AIS. Each student in the school has an individual education plan with goals based on these assessments. Students in need of additional

instruction are serviced by our two AIS teachers. In addition they attend our after school and summer programs. As goals are met, new ones are established based on the monthly tests and evaluations by the AIS and classroom teachers. First grade students in need of AIS are also grouped together in our extended day morning program.

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. Our after school program is available to all students in kindergarten and first grade this year. The program, which includes both AIS and enrichment classes this year, is being funded totally by Title I funds this year rather than a combination of Tax Levy and Title I funds. The ESL after school class and parent literacy classes are funded by Title III.

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 specifically 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 <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title IV							
Title I, Part A (Basic)	Federal	Yes			\$106,696	True	Goals I, II, and III
Title I, Part A (ARRA)	Federal	Yes			\$51,356	True	Goals I, II and III
Title II	Federal	Yes			\$10,881	True	Goals I, II and III
Title III	Federal	Yes			\$15,000	True	Goals II and III
Tax Levy	Local	Yes			\$51,980	True	Goals I, II and III

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

We are currently a SWP school.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

Part A:

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.)
0- We have no students in temporary housing
2. Please describe the services you are planning to provide to the STH population.
If any STH students should attend the school Title I money would be available for: academic and educational services, basic and emergency supplies, counseling services and intervention programs, parental involvement, outreach efforts and others indicated in the NCLB Mandatory Title I Set-Aside for Students in Temporary Housing memo.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K319_121410-092513.doc

Public School 319 Language Allocation Policy 2010-2011

Public School 319 is a pre-kindergarten to grade one early childhood center located in the Williamsburg community of Brooklyn. In kindergarten we have three regular education classes, and one Collaborative Team Teaching class. In first grade there are two regular education classes and one Collaborative Team Teaching class. We offer a freestanding English as a Second Language (ESL) program in kindergarten and first grade. Based on the information disclosed on the Home Language Identification Survey (HLIS), completed by the parent and assigned pedagogue at the time of registration, the appropriate students are administered the Language Assessment Battery-Revised (LAB-R). After being identified as English Language Learners, the parents of these students are invited to attend an orientation where they can select a program for their child. The parents are fully informed about the programs at the orientation and are made aware that it is their right to choose the program they feel is most appropriate for their child. After reviewing the Parent Survey and Program Selection Forms of the past few years, the program selection trend appears to be the freestanding English as a Second Language program. The Language Allocation Policy team meets once a month to address the needs of ELL students.

Presently there are 181 students enrolled in Public School 319. There are 36 pre-kindergarten students, 89 kindergarten students and 55 first graders attending our school. Upon reviewing the Home Language Identification Surveys, 46 kindergarten students qualified to be administered the LAB-R, 38 qualified for the LAB (Spanish) test. There are 19 students in the kindergarten bilingual class and 27 students are in the freestanding ESL program.

The results of the spring 2009 NYSESLAT are as follows: 23 kindergarten students were administered the assessment, 13 were Proficient, 3 Advanced, 5 Intermediate and 2 Beginning. Of the 2 who scored at the Beginner level, 1 was identified as a student with special needs.

In first grade 9 students took the NYSESLAT, 7 students were Proficient, 1 was Advanced and 1 was at the Beginner level. The student who was at the beginner level was a student with disability with an Individualized Educational Plan. One first grader received ESL in the freestanding program. The graduating first graders articulate to different elementary schools.

Because Public School 319 does not have Grades Two and above, we only service eligible ELL students for a maximum of two years. Therefore, we do not have students in need of extension services. We also do not administer city or statewide content area evaluations.

At present we do not have students with interrupted formal education. However, should the need arise we would provide the student with small group instruction and intervention staff would facilitate his/her acclimation back onto the school.

Since we are a unique Early Childhood Center, the majority of our students entering our kindergarten class are new comers. The students attending our first grade classes are students who have completed kindergarten in our school. All new comers are provided with a language rich environment. We provide leveled books and multi-cultural books in every classroom.

As per the CR Part 154, students who achieve proficiency levels in the NYSESLAT are provided English Language Arts support in their classrooms. Collaborative planning and communication with the classroom

teacher continue for one school year until the student articulates out of Public School 319.

The freestanding English as a Second Language (ESL) Program provides instruction in English with native language support. The native language of the majority of the students is Spanish. The results of the Language Assessment Battery (LAB) and the New York State English as a Second Language Assessment Test (NYSESLAT) are used to determine the quantity of time the students are to receive instruction and to group students for targeted areas of need.

The students identified in the beginning and intermediate levels receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. The pull-out model of instruction is used. In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffold to address all content areas.

Instructional supplies include, Language First, a multisensory English language development program, leveled books and manipulatives. The students have access to computers and there are work portfolios for each child.

STAFF DEVELOPMENT WILL INCLUDE THE FOLLOWING TOPICS:

- Multicultural
- Reading Workshop with ELLs
- Writing Workshop with ELLs
- Read Aloud and Accountable Talk with ELLs
- Balanced Literacy with ELLs
- Assessment with ELLs
- Portfolios with ELLs
- Math with ELLs

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 319						
District:	14	DBN:	14K319	School		331400010319	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	36	36	36				NR
Kindergarten	78	87	80				
Grade 1	57	53	70	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	91.1	93.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.9	94.3	94.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	3	4
Grade 12	0	0	0				
Ungraded	0	5	7	Recent Immigrants - Total Number:			
Total	171	181	193	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	13	13	16	Superintendent Suspensions	0	0	0
Number all others	3	4	5				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	13	19	TBD	Number of Teachers	14	15	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	3	2
# receiving ESL services only	25	21	TBD				
# ELLs with IEPs	0	6	TBD	Number of Educational Paraprofessionals	3	3	4

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

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	100.0	100.0
				% more than 2 years teaching in this school	71.4	86.7	92.9
				% more than 5 years teaching anywhere	57.1	60.0	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	80.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	88.9	94.1	93.3
Black or African American	2.9	2.8	1.6				
Hispanic or Latino	94.7	94.5	96.4				
Asian or Native Hawaiian/Other Pacific	0.6	0.6	1.6				
White	0.0	0.0	0.0				
Male	48.0	44.8	44.6				
Female	52.0	55.2	55.4				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:		Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	v	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	-					
Student groups making	3	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 3	District 14	School Number 319	School Name
Principal Aleyda Zamora Martinez		Assistant Principal NONE	
Coach None		Coach None	
Teacher/Subject Area Benita Gonzalez, Teacher 1st		Guidance Counselor None	
Teacher/Subject Area Maritza Nieves, ESL		Parent None	
Teacher/Subject Area Jazlyn Duran, Sp. Ed.		Parent Coordinator None	
Related Service Provider None		Other Carolyn Kessler, Secretary	
Network Leader Ada Orlando		Other type here	

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

C. School Demographics

Total Number of Students in School	192	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	18.23%
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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.
5. 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.)
6. 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.

1. Upon registration an oral interview with the parent and child is conducted to identify the need for a Home Language Survey. The interview is conducted in English and their native language. Once identified the Home language Survey is administered by a bilingual teacher. Within 10 days the LAB is administered to students who are eligible. At the end of the school year students are evaluated using the NYSESLAT.
2. Parents are invited to an orientation meeting where all three program choices are discussed. Parents are contacted with letters, phone calls or in person.
3. Entitlement letters are distributed . Parent Survey and Program Selection Forms are distributed at the orientation meeting to enable the parents to ask questions to fully understand their options. The teacher is available during and after the meetings to facilitate the process. The facilitator is available by phone and in person throughout the school year. The facilitator keeps track of all forms to ensure that all are returned.
4. Upon returning the Parent Survey and Program Selection Forms students are appropriately placed.
5. After reviewing the Parent Survey and Program Selection Forms it has become apparent for some time that parents are selecting the Freestanding English as a Second Language Program. Ninety-nine percent of our parents have chosen this program.
6. The program model in our school is totally aligned with parent requests.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	35	Newcomers (ELLs receiving	35
Special Education		Special Education	4

		service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	0	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	35			0			0			35
Total	35	0	0	0	0	0	0	0	0	35

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

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
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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	24	10												34
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	25	10	0	0	0	0	0	0	0	0	0	0	0	35

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.

Our Language Instruction Program provides for social and academic English instruction through the use of second language methodologies. Twenty-five kindergarten and 10 first grade students are English Language Learners. Most of the kindergarten students in our pullout ESL program are Spanish speaking. One is Chinese. All of the ESL first grade students have Spanish as their primary language. The ESL teacher has permanent state certification in Teaching English to speakers of Other Languages, is licensed and has been teaching for over 25 years. The students identified in the beginning and intermediate levels receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. The pull-out model of instruction is used. In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffolded to address all content areas.

ESL Instructional Program

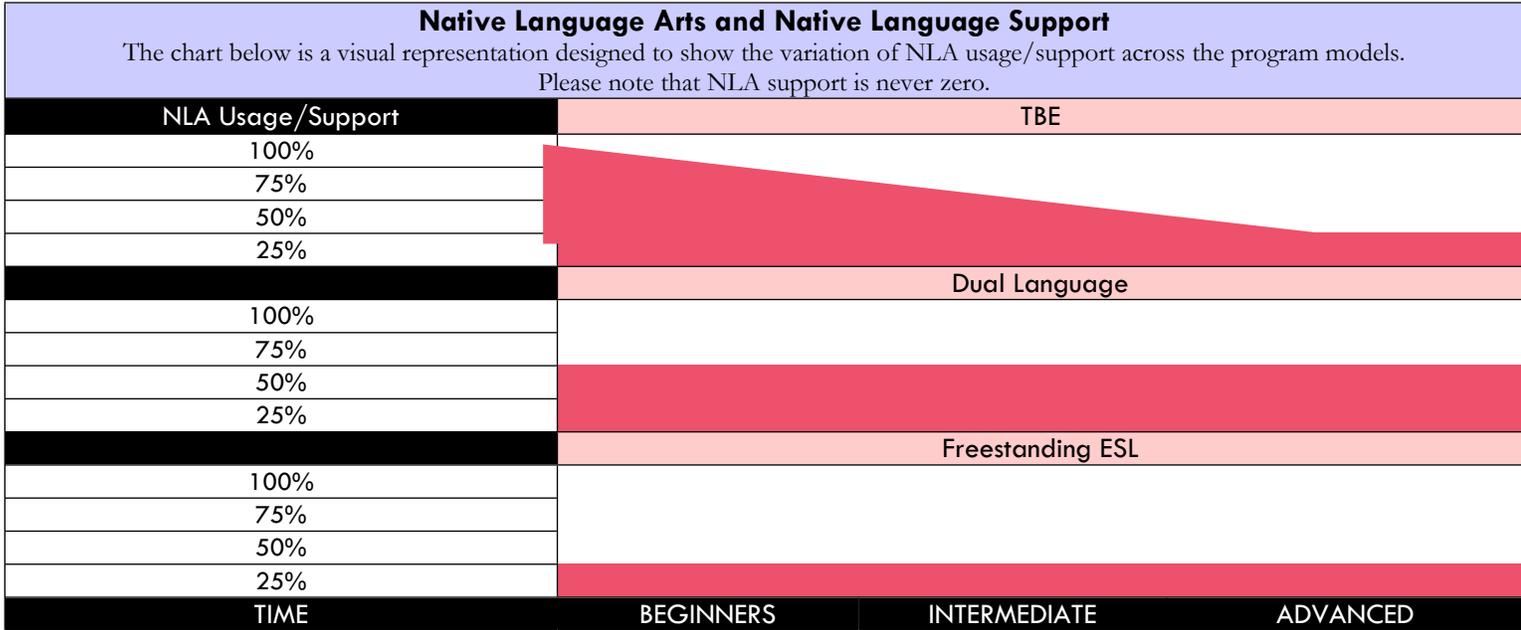
The writing and reading program builds language and literacy. In English the program offers differentiated instruction for students across the stages of language acquisition and supports the classroom programs. Instruction in English will be based on a comprehensive literacy program including balanced literacy, Foundations and the MacMillan-McGraw Hill Treasures program. The MacMillan-McGraw Hill literacy program has separate instructional activities for students on level, those who are above level and for those who need additional practice. The mathematics curriculum includes individualized activities based on need. According to need, all first grade ELL students are grouped together in our extended day morning program.

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

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

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



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?

1. A pull-out Freestanding ESL program by grade is organized by proficiency levels.
2. The program is set up and aligned according to the mandated number of units per proficiency level.
3. Continual conferencing with each child's classroom teacher ensures that the ESL program is meeting the vocabulary and language need for each student in all classroom subject areas .
4. Since our school only has students up to first grade, no student is in our program for more than 2 years. Therefore, we do not have students in need of extension services. We also do not administer city or statewide content area evaluations.
At present, we do not have students with interrupted formal education. However, should the need arise we would provide the student with small group instruction and intervention staff would facilitate his/her acclimation back into school. Students with special needs are integrated into the program with their IEP mandates taken into account.
- 5.ELL students in need AIS receive services in the morning extended school day program and the after school program. The students are grouped according to need in both of these programs. During the school day a bilingual special education teacher service the children in need of AIS.
6. Students who achieve proficiency on the NYSESLAT continue to receive transitional support as needed. ESL staff and classroom continue to articulate student's needs.
7. We have had excellent results with our current ESL program and do not plan any changes at the current time.
8. Our bilingual kindergarten program has been discontinued because of the diminishing number of parent requests for the program. Any parent that requests a bilingual class is advised of bilingual programs in nearby schools that their child can attend.
9. ELL students have full access to after school and summer school programs and are encouraged to attend to increase their language skills.
10. Instructional supplies include Language First, a multisensory English language development program, leveled books and manipulatives. The students have access to computers throughout the school day, during the extended school day morning program and in the after school and summer school programs.
11. Native language support is provided as needed by bilingual (Spanish) ESL teacher.
12. Required services support and resources do correspond to ELLs' ages and grade levels.
13. Newly enrolled ELL students and their parents are invited to an orientation in the spring before the school year.
14. N/A

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)?

We do not have a dual language program.

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.

1. Staff development includes the following topics: multicultural education, reading workshop with ELLs, writing workshop with ELLs, read aloud and accountable talk with ELLs, balanced literacy with ELLs, assessment with ELLs, portfolios with ELLs and math with ELLs.
2. N/A- none of our students transition to middle or high schools. However, when our first graders go to their next school, parents are informed about schools with ESL programs.
3. New teachers are provided the 7.5 hours of ELL training in September, as per Jose P.

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?

1. Parents are active in both our PTA and in our schools Leadership Team. Our SLT includes parents of our ELL students. Our Parent Coordinator organizes parent programs about health and nutrition and parenting and educational issues. We offer an after school ESL program for parents at both the beginning and intermediate levels.
2. Many of our parent programs are provided through Woodhull Hospital. Our principal, Aleyda Martinez is on the board of the Puerto Rican Institute and therefore our school works closely with that organization. We have ongoing communication with local daycare and Head Start programs. We provide transitional workshops for parents of students entering kindergarten.
3. The parents on the SLT help us to survey the needs of our parents.
4. All of the parental involvement activities above (Answers 1-3) help us to meet the needs of our parents. Teachers and our principal are accessible to parents daily and can address issues as they arise.

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)	3	1												4

Intermediate(I)	10	0												10
Advanced (A)	2	1												3
Total	15	2	0	0	0	0	0	0	0	0	0	0	0	17

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	1	0											
	I	2	0											
	A	1	1											
	P	27	5											
READING/WRITING	B	2	1											
	I	10	0											
	A	2	1											
	P	17	4											

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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 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.

1. Because our school does not go beyond first grade there is no standardized testing aside from ECLAS 2. However, to enable us to analyze data about student progress (including ELLs) we have developed monthly tests for each grade. The data collected from these tests is graphed and analyzed by our data specialist. Student reading levels (Fountas and Pinell) are recorded monthly. This information is used to develop goals for each student that are set forth in individualized educational plans. As goals are met, new ones are set.

2 & 3. Data patterns across proficiency levels in kindergarten LAB-R reveal the need for instruction across all modalities. NYSESLAT data patterns reveal need for instruction in reading and writing.

4 & 5 N/A

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.

P.S.319 only services kindergarten and first grade.

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		