



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 312

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K312

PRINCIPAL: DIANE DENNING EMAIL: DDENNIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Diane Denning	*Principal or Designee	
Rene Drury	*UFT Chapter Leader or Designee	
Lisa Russo	*PA/PTA President or Designated Co-President	
Rosaria Mattioli	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Debra Quigley	UFT/Teacher	
Adrianna Cardillo	UFT/Para	
Elayne Dougherty	UFT/Secretary	
Lisa Donohoe	Parent member	
Jared Wasserman	Parent member	
Michelle Obdyke	Parent member	
Monia Stavropoulos	Parent member	
Nicole Perrine	Parent member	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2012, there will be a 3% increase (74%) of all students in grades 3-5, including ELL, Special Education, who perform in levels 3 & 4 on the NYS English Language Arts assessments, Predictives, ITA's, and informal assessments.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **After conducting our needs assessment, it was felt that while our students performed well as a whole compared to the city on state assessments, individual student progress was lacking as indicated on our Progress Report and on the attached charts:**

P.S. 312 2009-2011 NYS Test Results ELA

YEAR	GRADE 3	GRADE 4	GRADE 5	TOTAL % OF 3's AND 4's
2009	87%	92%	94%	91%
2010	76%	67%	65%	69%
2011	66%	74%	70%	70%

2009-2011 PERFORMANCE RESULTS- ELA

LEVELS	4	3	2	1	TOTAL TESTED
2009	84	308	33	4	429
2010	77	223	118	17	435
2011	25	280	116	15	436

PROGRESS MADE FROM 2010-2011

	TOTAL STUDENTS TESTED	# OF STUDENTS WHO MADE GAINS	2011	2010	+/-
ELA- 4TH GRADE	145	92	63%	30%	+33%
ELA-5TH	128	47	37%	18%	+19%

GRADE					
-------	--	--	--	--	--

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following activities will take place between September 2011-June 2012:

- **Administration, all classroom teachers, cluster teachers, and paraprofessionals will all be involved.**
- **Teachers will implement lessons using the following resources: Classroom libraries supplemented by the Making Meaning Program; F& P Phonics Lessons; Now I Get It- Comprehension kit; Readers Theatre; TIME For Kids Kits, Comprehension Tool Kit; Scott Foresman Content Area Guided Reading books, Guided Reading sets from the Literacy Room; Teachers College- Units of Study Guide, NYS Curriculum and Pacing Calendar, Implementation of CCLS aligned Curriculum Maps and Performance Tasks; Increased library hours during and after school; computer web sites and software such as Renzulli and LEXIA**
- **Instruction: Teachers will facilitate a 120 minute Literacy Block utilizing components of a Balanced Literacy Program to provide differentiated instruction: Independent Reading with conferencing; Shared Reading using short and long texts in a variety of genres; Mini-lessons with modeling and think alouds; Interactive Read Alouds; Word Study- Vocabulary, Phonics, and Grammar; Daily Guided Reading- Strategy and Skills groups with cluster teachers pushing in and pulling a group; Reading in the content areas, author/genre studies, literature circles, book clubs; Students will maintain daily reading logs to reinforce good reading habits and meet the requirements of 25 books throughout the year; Paraprofessionals will implement daily poetry lessons using the Poetry Academy to reinforce comprehension and fluency.**
- **Writing- Writer's Workshop with mini-lessons, Independent conferencing; Writing in the content areas with a focus on writing short and long persuasive pieces in response to a non-fiction text,**
- **Assessment- Embedded Assessment: Ongoing formative assessments; Periodic Assessments/ITA's – Pre-Assessments /Midyear/End of Year Assessments, Benchmarks, Performance Tasks, Test Prep, Product Assessment; Teacher SMART goals; Students will articulate in a written response what they are learning and set goals for future learning.**
- **All teachers with the administration, will review the NYC DOE CCLS bundles for ELA to analyze the expectations of the task and the rubrics. They will identify, develop, and implement instructional strategies to support mastery of the task. Teachers will collaborate and use the rubric and protocols to look at student work and analyze performance results. Based on the results, they will adjust curriculum maps and instruction to move students towards meeting the requirements of the NYS CCLS.**

- **Vertical and horizontal Inquiry groups and Teacher Teams will meet to review data and plan and use DOK to develop rigorous lessons, units of study, performance tasks, and curriculum maps;**
- **Focus Plans; Teacher SMART goals; Walkthroughs, Formal and informal teacher observations as well as frequent cycles of feedback and mentoring using a research based framework for teacher effectiveness, plan books, faculty conferences, and grade meetings will address various aspects of literacy teaching and learning;**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

We are not a Title I school, but we regard our parents as partners in education.

- **The Parent Coordinator will serve as a liaison between the school and families and house a Parent Resource Center where parents can come for help with problems, accessing ARIS and Acuity, and for support understanding the accountability system.**

P.S. 312 will inform parents regarding student's academic progress via the following:

- **Orientations, Midyear Progress Reports (citing strengths and weaknesses), Report Cards, Parent Teacher Conferences (School can provide confirmation of attendance at conferences for parental employer.), School Planners, "Week In Review" goal setting notebooks,**
- **P.S. 312 implements a K – 5 Homework Policy that reinforces daily classroom practices. It is a cooperative effort between school, parents and student.**
- **P.S. 312 will provide workshops and information to keep parents up-to-date on programs, procedures and assessment. School wide letters are sent out informing parents of this.**
- **P.S. 312 will invite parents to volunteer for selected activities and program assistance**
- **P.S. 312 will use its School Leadership Team to effectively plan for the Comprehensive Education Plan, School Safety Plan & concerns of the children.**

P.S. 312 will provide space for parents to adequately prepare and conduct various parent activities including technology:

- **Parent Association Room – where parents or staff can drop in to get information or to discuss matters with the Executive Board**
- **The Parent Bulletin Board –located outside the main office, posts notices, minutes of meetings and other essential information.**
- **The monthly parent newsletter, Viewpoints, is distributed to parents through the children and includes a calendar of meetings, important information, and events.**
- **The Parent's Association holds monthly meetings at which administration, staff, and guest speakers will attend**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Professional Development is differentiated based on a teacher's needs and interests as indicated in a survey they complete.**
- **Ongoing Professional Development- School Based Professional Development Team, which includes Principal and Assistant Principals; Inter-visitation with Lead/Master Teachers who will demonstrate outstanding practices to other teachers in the school; School Inquiry Team, Vertical and horizontal teams form and meet during and after school; Study Groups using professional books and articles, Ongoing outside Professional Development including CFN #602; Professional Development and implementation of Charlotte Danielson's *Framework for Teaching*, a research based rubric and Doug Lemov's Teach Like A Champion techniques.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **P.S. 312 receives funding for the NYS Universal Pre K program which is aligned with the NYS CCLS through the New York State Pre Kindergarten Foundation for the Common Core. The primary purpose of this program is to ensure that all children, including ELL's and students with disabilities have rich and varied learning experiences that prepare them for success in school and lays the foundation for college and career readiness. The program engages the students through the arts, music, and gross and fine motor activities and develops students' oral language skills, social-emotional literacy skills, and emergent literacy skills necessary for a smooth transition through the elementary grades.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Fair student funding-materials, Inquiry Funds, Teacher Per session and Per Diem -Professional Development, Title I STH-Supplies and materials**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 2% increase (83%) of all students in grades 3-5, including ELL and Special Education, who perform in levels 3 & 4 on the NYS Math assessments, Predictives, ITA's, and informal assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- After conducting our needs assessment, it was felt that while our students performed well as a whole compared to the city on state assessments, individual student progress was lacking as indicated on our Progress Report and the attached charts:**

**P.S. 312
2009-2011 NYS Test Results
MATH**

YEAR	GRADE 3	GRADE 4	GRADE 5	TOTAL % OF 3's AND 4's
2009	94%	93%	94%	93.7%
2010	86%	76%	80%	81%
2011	75%	87%	80%	81%

**2009-2011 PERFORMANCE RESULTS
MATH**

LEVELS	4	3	2	1	TOTAL TESTED
2009	202	203	19	3	427
2010	171	181	75	9	436
2011	134	219	74	11	438

PROGRESS MADE FROM 2010-2011

	TOTAL STUDENTS TESTED	# OF STUDENTS WHO MADE	2011	2010	+/-

		GAINS			
MATH- 4TH GRADE	145	64	44%	27%	+17%
MATH-5TH GRADE	130	51	39%	17%	+22%

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following activities will take place between September 2011-June

- **Administration, classroom teachers, cluster teachers, and paraprofessionals will all be involved.**
- **Teachers in Grades 3-5 will implement the Envisions Math Common Core Program supplemented by Everyday Math and Math Steps; NYS Curriculum and Pacing Calendar, Implementation of CCLS aligned Curriculum Maps and Performance Tasks.**
- **Instruction- The daily math block will be 60 minutes and include the following components: Extended Response Daily Word Problems with students articulating and explaining the steps and strategies they used to find the answer; Common Core Spiral Review - Mental Math - Mini-Lesson with explicit modeling of skills and processes, Guided Practice, Differentiated Independent Practice with flexible grouping to provide opportunities for remediation enrichment, and on-level practice; Math Journal Writing which will evidence vocabulary, skills, and strategies, Math Games and Math Center Activities to enhance instruction, Skills Practice Drills; Test Prep; computer web sites and software such as Acuity, Pearson Success Net, and Performance Series to target needs and practice skills**
- **Embedded Assessment: Ongoing Formative assessments; Product Assessment – Collaborative examination of student extended responses using protocols; Periodic Assessments/ITA's – Pre Assessment/Midyear/End of Year Assessment, Weekly Math quizzes, Benchmarks, Performance Tasks; Students will articulate in a written response what they are learning and set goals for future learning.**
- **All teachers with the administration, will review the NYC DOE CCLS bundles for Math to analyze the expectations of the task and the rubrics. They will identify, develop, and implement UDL instructional strategies to provide for multiple entry points to support mastery of the task. Teachers will collaborate and use the CCLS aligned rubrics and protocols to look at student work and analyze performance results. Based on the results, they will adjust curriculum maps and instruction to move students towards meeting the requirements of the NYS CCLS.**
- **Focus Plans, Teacher SMART goals, Walkthroughs, Formal and informal teacher observations and frequent cycles of feedback and mentoring using a research based framework for teacher effectiveness; Students will articulate in a written response what they are learning and set goals for future learning.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school, but we regard our parents as partners in education.

- **The Parent Coordinator will serve as a liaison between the school and families and house a Parent Resource Center where parents can come for help with problems, accessing ARIS and Acuity, and for support understanding the accountability system.**

P.S. 312 will inform parents regarding student's academic progress via the following:

- **Orientations, Midyear Progress Reports (citing strengths and weaknesses), Report Cards, Parent Teacher Conferences (School can provide confirmation of attendance at conferences for parental employer.), School Planners, "Week In Review" goal setting notebooks,**
- **P.S. 312 implements a K – 5 Homework Policy that reinforces daily classroom practices. It is a cooperative effort between school, parents and student.**

- **P.S. 312 will provide workshops and information to keep parents up-to-date on programs, procedures and assessment. School wide letters are sent out informing parents of this.**
- **P.S. 312 will invite parents to volunteer for selected activities and program assistance**
- **P.S. 312 will use its School Leadership Team to effectively plan for the Comprehensive Education Plan, School Safety Plan & concerns of the children.**

P.S. 312 will provide space for parents to adequately prepare and conduct various parent activities including technology:

- **Parent Association Room – where parents or staff can drop in to get information or to discuss matters with the Executive Board**
- **The Parent Bulletin Board –located outside the main office, posts notices, minutes of meetings and other essential information.**
- **The monthly parent newsletter, Viewpoints, is distributed to parents through the children and includes a calendar of meetings, important information, and events.**
- **The Parent's Association holds monthly meetings at which administration, staff, and guest speakers will attend**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Professional Development is differentiated based on a teacher's needs and interests as indicated in a survey they complete.**
- **Professional Development: - School Based Professional Development Team, which includes Principal and Assistant Principals, Inter-visitiation with Lead/Master Teachers who will demonstrate outstanding practices to other teachers in the school, Study Groups using professional books and articles, Ongoing outside Professional Development including Pearson Education Inc. and CFN #602; School Inquiry Team, Vertical and horizontal teams form and meet during and after school; Professional Development and implementation of**

Charlotte Danielson's *Framework for Teaching*, a research based rubric and Doug Lemov's Teach Like A Champion techniques.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- **P.S. 312 receives funding for the NYS Universal Pre K program which is aligned with the NYS CCLS through the New York State Pre Kindergarten Foundation for the Common Core. The primary purpose of this program is to ensure that all children, including ELL's and students with disabilities have rich and varied learning experiences that prepare them for success in school and lays the foundation for college and career readiness. The program engages the students through the arts, music, and gross and fine motor activities and develops students' oral language skills, social-emotional skills, and emergent math skills necessary for a smooth transition through the elementary grades.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Fair Student Funding-Materials, Inquiry Funds, Teacher Per Session and Per Diem -Professional Development, Title I STH-Supplies and materials**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 75% of students in grades K-2 will gain one year of progress as measured by the Fountas and Pinnell Benchmark Assessments System in Guided Reading.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **After conducting our needs assessment, it was determined that based on our 2010-2011 Quality Review, we need to extend our system for setting benchmarks and collecting Guided Reading data that will support tracking progress and making instructional adjustments for student growth.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following activities will take place between September 2011-June 2012:

- **The Fountas and Pinell Benchmark Assessment System will be utilized to determine performance in students in grades K-2. All grade appropriate strands will be administered. The administration has provided flexible scheduling to allow cluster teachers to 'push in' during the Reading Block to assist our teachers in achieving this goal. The teachers are required to plan for guided reading using sets of guided reading books as well as authentic texts housed in the library and Literacy Room. There will be Library Open Access for students,**

teachers, and parents with flexible scheduling,

- Scores of both regular education and special education students will be included. We will begin tracking students' Guided Reading progress using a reading progress sheet. Teachers will be asked to enter students Guided Reading three times throughout the year. We will be able to track growth using Benchmarks. Administrators will be able to collect and merge grades to get an overall picture of each grades Guided reading levels. We will also be able to track students from year to year. Collaborative examination of student work will occur during teacher team meetings. Teachers will use a protocol or structure to efficiently focus the discussion on the qualities of student work. Student work will be used as a vehicle for learning and problem solving. Vertical and horizontal Inquiry groups and Teacher Teams will meet to review data to plan and develop lessons and target and adjust instruction to support student growth.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The Parent Coordinator will serve as a liaison between the school and families and house a Parent Resource Center where parents can come for help with problems, accessing ARIS and Acuity, and for support understanding the accountability system.

P.S. 312 will inform parents regarding student's academic progress via the following:

- Orientations, Midyear Progress Reports (citing strengths and weaknesses), Report Cards, Parent Teacher Conferences (School can provide confirmation of attendance at conferences for parental employer.), School Planners, "Week In Review" goal setting notebooks,
- P.S. 312 implements a K – 5 Homework Policy that reinforces daily classroom practices. It is a cooperative effort between school, parents and student.
- P.S. 312 will provide workshops and information to keep parents up-to-date on programs, procedures and assessment. School wide letters are sent out informing parents of this.
- P.S. 312 will invite parents to volunteer for selected activities and program assistance
- P.S. 312 will use its School Leadership Team to effectively plan for the Comprehensive Education Plan, School Safety Plan & concerns of the children.

P.S. 312 will provide space for parents to adequately prepare and conduct various parent activities including technology:

- Parent Association Room – where parents or staff can drop in to get information or to discuss matters with the Executive Board
- The Parent Bulletin Board –located outside the main office, posts notices, minutes of meetings and other essential information.
- The monthly parent newsletter, Viewpoints, is distributed to parents through the children and includes a calendar of meetings, important information, and events.
- The Parent's Association holds monthly meetings at which administration, staff, and guest speakers will attend

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal
- **Professional Development is differentiated based on a teacher's needs and interests as indicated in a survey they complete.**
- **The administration, our network curriculum coach, and expert lead teachers will provide professional development through model lessons and inter-visitations. School Inquiry Team, Vertical and horizontal teams are formed and will meet during and after school to review data; Study Groups using professional books and articles, Ongoing outside Professional Development including CFN #602; Professional Development and implementation of Charlotte Danielson's *Framework for Teaching* a research based rubric and Doug Lemov's Teach Like A Champion techniques.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **P.S. 312 receives funding for the NYS Universal Pre K program which is aligned with the NYS CCLS through the New York State Pre Kindergarten Foundation for the Common Core. The primary purpose of this program is to ensure that all children, including ELL's and students with disabilities have rich and varied learning experiences that prepare them for success in school and lays the foundation for college and career readiness. The program engages the students through the arts, music, and gross and fine motor activities and develops students' oral language skills, social-emotional literacy skills, and emergent literacy skills necessary for a smooth transition through the elementary grades.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Fair Student Funding-materials, Inquiry Funds, Teacher Per Session and Per Diem-Professional Development, Title I STH-Supplies and materials**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	24	12	N/A	N/A	0	2	2	0
1	24	12	N/A	N/A	1	1	1	0
2	24	12	N/A	N/A	0	2	3	0
3	26	26	N/A	N/A	0	1	4	12
4	26	26	7	7	4	1	1	0
5	26	26	9	9	8	3	2	0
6								
7								
8								
9								
10								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>During School: AIS in ELA targets all at risk students including SE and Ells:</p> <ul style="list-style-type: none"> • Tier I Intervention will be scheduled for three 37 ½ minute periods per week of differentiated instruction in all ELA classes. The effectiveness of Tier I intervention will be determined through frequent content and skills based on data analysis and input from the Inquiry Team findings. Students not benefiting from Tier I interventions will be recommended for Tier II intervention • If budget allows, AIS Reading is a program designed to support at risk students in grades 3 to 5. In grades 3 to 5, groups of nine students focus on specific reading skills and strategies. Children then apply these skills during independent reading. Regular assessments and meetings with classroom teachers help to drive instruction. The goal of the program is to help students achieve grade appropriate standards. • Selected cluster teachers provide 6 periods of instruction a week to four to six students. This instruction focuses on improving comprehension through the Steck Vaughn Research Based Series and authentic assessments. • Classroom teachers conduct New Heights lessons four times a week for 30-minutes. • Lexia, a research based computer reading program services four students three times a week by classroom teachers. We have placed this program in our collaborative team classes and it is monitored by our paraprofessionals. A literacy paraprofessional and technology paraprofessional will provide AIS push-in support during the literacy block. <p>After School:</p> <ul style="list-style-type: none"> • If the budget allows: We will provide an after school reading program for our at risk students in grades 3 to 5. Instruction is provided to groups of 15 students twice a week for 90 minutes. Instruction in reading focuses on improving comprehension skills, critical thinking and test taking strategies. Pre and post tests are administered to drive instruction.
<p>Mathematics</p>	<ul style="list-style-type: none"> • If budget allows, AIS math is a program designed to support at risk students in grades 3 to 5. Instruction is provided through small flexible groups (8 students) and on a one to one basis, twice a week for 45 minutes. Various materials are used such as Math Rehearsal, Test Taking Strategies in Mathematics. • If Budget Allows: AIS After School Math which is provided for our at risk students in grades

	3 to 5. Instruction is provided to groups of 15 students, twice a week for 90 minutes. Instruction in math focuses on improving computation, problem solving and test taking skills. Pre and post tests are administered and help to drive instruction. We primarily use a research based program by Kaplan to improve their test scores.
Science	AIS Science is provided during the school day by the classroom teacher. An item analysis of the 4th grade Science exam helps to drive instruction. Small groups, center activities, computer web sites, software and research projects help to support instruction for fifth grade students performing below the state designated level. The Science cluster offers small group instruction during the month of April and May to those struggling students.
Social Studies	AIS Social Studies is provided during the school day by the classroom teacher. Small groups, center activities, computer web sites, software and research projects help to support instruction for at risk fifth grade students. We plan to continue this intervention as it has proven to be successful.
At-risk Services provided by the Guidance Counselor	At risk students are seen 1:1 and in a small group during the school day. Play therapy, behavior modification and therapy are used. Writing is also used for the expression of feelings. Relaxation and counting techniques are used to alleviate frustration and anger and to increase impulse control.
At-risk Services provided by the School Psychologist	At risk students are seen 1:1 and in a small group during the school day. Play therapy, behavior modification and therapy are used. Writing is also used for the expression of feelings. Relaxation and counting techniques are used to alleviate frustration and anger and to increase impulse control.
At-risk Services provided by the Social Worker	At risk students are seen 1:1 and in a small group during the school day. Play therapy, behavior modification and therapy are used. Writing is also used for the expression of feelings. Relaxation and counting techniques are used to alleviate frustration and anger and to increase impulse control.
At-risk Health-related Services	The IEP coordinator meets a group of six students during the day. As an experienced special education teacher, she provides support to our at risk students in our 12:1:1 classes. She also pushes in to our collaborative Team Teaching classes to offer additional support.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Julia Bove	District 22	Borough Brooklyn	School Number 312
School Name Bergen Beach			

B. Language Allocation Policy Team Composition [?](#)

Principal Diane Denning	Assistant Principal Laura D'Onofrio
Coach	Coach type here
ESL Teacher Chris Karas	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator Carol Pino
Related Service Provider	Other type here
Network Leader	Other type here

C. 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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	929	Total Number of ELLs	28	ELLs as share of total student population (%)	3.01%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

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. 

1a. When a newly enrolled ELL student arrives at P.S. 312, a Home Language Identification Survey is completed at registration. If a language other than English is spoken a member of our intake team is called down to conduct an informal oral interview in English and in

the native language. Our intake team consists of: Chris Karas, ESL teacher, Talitha Fain (trained teachers), Lori Falzone (Assistant Principal) and translators; Pierre Jean (Haitian Creole), Diana Oquendo (Spanish), Tammy Mazrachi (Hebrew), Chris Karas (Greek). If a translator is not on hand arrangements are made to either bring in a translator from our parent pool or to utilize the over the phone translation service. Within the first ten days after enrollment, if the home language is determined to be a language other than English, the LAB-R is administered one on one by the ESL teacher. If the ELL is a Spanish speaker the Spanish LAB-R is administered within the first ten days of school. If the child is deemed eligible for ESL services their families are invited to an orientation meeting. We carefully monitor the attendance at this meeting. The principal, assistant principal, ESL teacher and parent coordinator are present at this orientation.

1b. The pedagogues responsible for HLIS administration are Ms. Karas (ESL teacher), Talitha Fain (teacher/translator), and Lori Falzone (assistant principal)

1c. All ELLs who are identified as eligible for testing in ATS are administered the NYSESLAT annually in May. Each of the four sections of the NYSESLAT are administered on separate days as per testing regulations.

2. To help the parents make the best program selection, a video is shown in their native language that provides information on the three program choices followed by a question and answer period. Transitional Bilingual Education, Dual Language and Freestanding ESL programs are explicitly explained. If parental choice is for Transitional Bilingual or Dual Language programs our Parent Coordinator researches which other schools in our area offer such programs and supplies that information to interested parents. If a video is not available in their native language a translator is present. Native language parent surveys and brochures are distributed at that time and upon completion are kept on file.

3. Following ELL identification process with LAB-R testing and by NYSESLAT test results from May, entitlement, placement and welcome letters or non-entitlement letters in their home languages are sent home by the ESL teacher. Copies of these letters are kept on file by the ESL teacher for the record. In addition, parents who attend the ESL parent orientation are given the Parent Survey and Program selection forms in their home languages to complete after viewing the orientation video. If the parent did not attend the orientation, the ESL teacher and parent coordinator phone the home and make appointments for those parents to come in and meet with the ESL teacher at their convenience. If that is not possible, the parent survey and program selection forms are sent home together with a parent guide in the home language explaining the programs available; dual language, transitional bilingual and freestanding ESL. The completed Parent Surveys and Program Selection forms are kept on file by the ESL teacher.

The school's parent coordinator calls parents to make sure they have returned all of the forms and also to address any concerns parents may have.

4. Within 10 days of eligibility determination the parent orientation, program selection and placement occur. Entitlement/continued entitlement and placement letters in English and native languages are distributed by the ESL teacher along with a welcome letter explaining the ESL services their child will be receiving. Copies of all letters sent home are kept on file by the ESL teacher.

5. Over the past four years, the trend has been for approximately 97% of parents to select a Free standing ESL pull-out/push-in program.

6. Our program model is a Free standing ESL pull-out/push-in program. All students identified as ELLs receive the mandated minutes of ESL services for that school year. NYSESLAT test preparation is embedded in the ESL curriculum. Student progress is evaluated with the NYSESLAT in May. These test results also determine placement the following September.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	1	1	1	1	2								8
Total	2	1	1	1	1	2	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	22	0	2	6	0	2				28
Total	22	0	2	6	0	2	0	0	0	28

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	2				1	3								6
Chinese	1	1	1		1									4
Russian	5	1			1	1								8
Bengali														0
Urdu		1												1
Arabic		1		1	2									4
Haitian				1	2	1								4
French														0
Korean						1								1
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	4	1	2	7	6	0	28						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. P.S. 312 is a unique school in many ways. It is located in the Bergen Beach section of Brooklyn adjacent to the Anthony Genovesi Environmental Studies Center. It is a school which historically, has had students achieve at the highest levels academically. We are proud of our past achievements and know that with all members of the school community working together, student achievement, at the highest levels, will continue. In addition to its ever increasing general education population, which has 5 Eagle (gifted) classes and 22 Regular Education classes, our school includes 7 Collaborative Team teaching classes, and 3 self-contained Special Education classes which are 12:1:1. Our school has served as a model for the District 22 least Restrictive Environment Initiative and was one of the first schools to implement a Collaborative Team Teaching program. This PreK-5 school serves as an ethnically diverse population of approximately 927 students and represents immigrants from Haiti, Russia, China, Lebanon, Dominican Republic, Mexico, and Pakistan. About 3% of the students are English Language Learners.

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

2. Our ESL teacher provides a five day support service to our students in English, needed by our ELL students to achieve and maintain a satisfactory level of academic performance. Based on the five day schedule, our beginning and intermediate level students receive 360 minutes or eight periods per week. Our advanced students receive 180 minutes or four periods, of instruction per week. Our former ELLs are included in ESL instruction during the day when possible, are invited to participate in special event ELL workshops, and are given testing accommodations for two years.

3. Content area instruction is aligned to the Common Core standards. Collaboration with the classroom teachers serve to ensure curricula alignment and instructional improvement for the ELLs. The program uses a combination of instructional materials such as Big Books, small guided reading books and workbooks from three supplemented integrated ELL curriculum such as Option's Just Right Reading and Vocabulary Connections. In addition, the print rich ELL classroom is equipped with highly motivated multi-leveled and cross cultural books in our miniature library. Instruction is differentiated to address each child's individual needs and level of proficiency. English is the language of instruction with native language supports such as bilingual dictionaries, glossaries and bilingual texts. Content is made comprehensible by use of pictures and realia, as well as pre-reading activities to introduce new concepts and build background knowledge. Language development is enriched through discussion, and explicit vocabulary and grammar instruction. During reading, comprehension

A. Programming and Scheduling Information

is evaluated through questioning. After reading, newly acquired knowledge is synthesized through additional discussion and in writing activities.

4. We ensure that ELLs are appropriately evaluated by use of bilingual tests, use of translators when bilingual tests are not available, and bilingual glossaries.
5. We are committed to providing for the ongoing academic and linguistic needs of our ELL students. The varied needs of the students are met through differentiated instruction, flexible grouping of students, use of vocabulary development activities, pre and post reading/writing activities to enhance comprehension, modeled reading and writing activities to enhance comprehension and the use of instructional materials. Native language is supported with a mini-library in our ESL classroom. We will assist in their cognitive development so that they can better achieve English language proficiency and academic success. We will continue to implement our Freestanding ESL program using the Push-In, Pull Out models in compliance with Part 154 of the Commissioner's Regulations. All ELL students will receive access to academic rigorous standards based instruction. To ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. ELLs will be included in standardized assessments under optimal testing conditions. In State assessments they will be given the testing accommodations allowed by State regulations. Our highly qualified program for English Language Learners will have appropriate and adequate staffing by a highly qualified ESL teacher who is fully licensed/certified. Our ESL teacher is knowledgeable in current trends and theories that affect the learning progress of ELLs, and she tailors her instruction to align with the needs of her students, taking into account the students' prior knowledge, cultural background and cognitive styles. Instruction is differentiated to address the needs of ELL subgroups: Newcomers, and ELLs receiving 4-6 years of service, and future SIFE students will be brought up in PPC and AIS meetings. NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program.
6. Instructional strategies used by teachers of ELLs are aligned with the Common Core standards; in Kindergarten we teach our students to hold the book right side up. They follow with a finger pointing to each word as it is read. They give reactions to the book by stating evidence. They listen carefully to each other and interactively respond to each other. In first grade we encourage our ELL population to explain why their interpretation of a book is valid. We have our students summarize books and describe in their own words. They state the new information they acquired from the text. In grades two through five we have our students recall and summarize. Our students are expected to read aloud from familiar books with pauses and emphasis that signal the meaning of the text. Instructional materials include; Just Right Reading (levels P-E) and Connecting Vocabulary by Options, Words Their Way with ELLs, and Empire State NYSESLAT ESL/ELL K-5.
7. PS 312 uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. The ESL teacher articulates with the special education teachers and classroom teachers on a regular basis during common prep times.

Courses Taught in Languages Other than English ⓘ

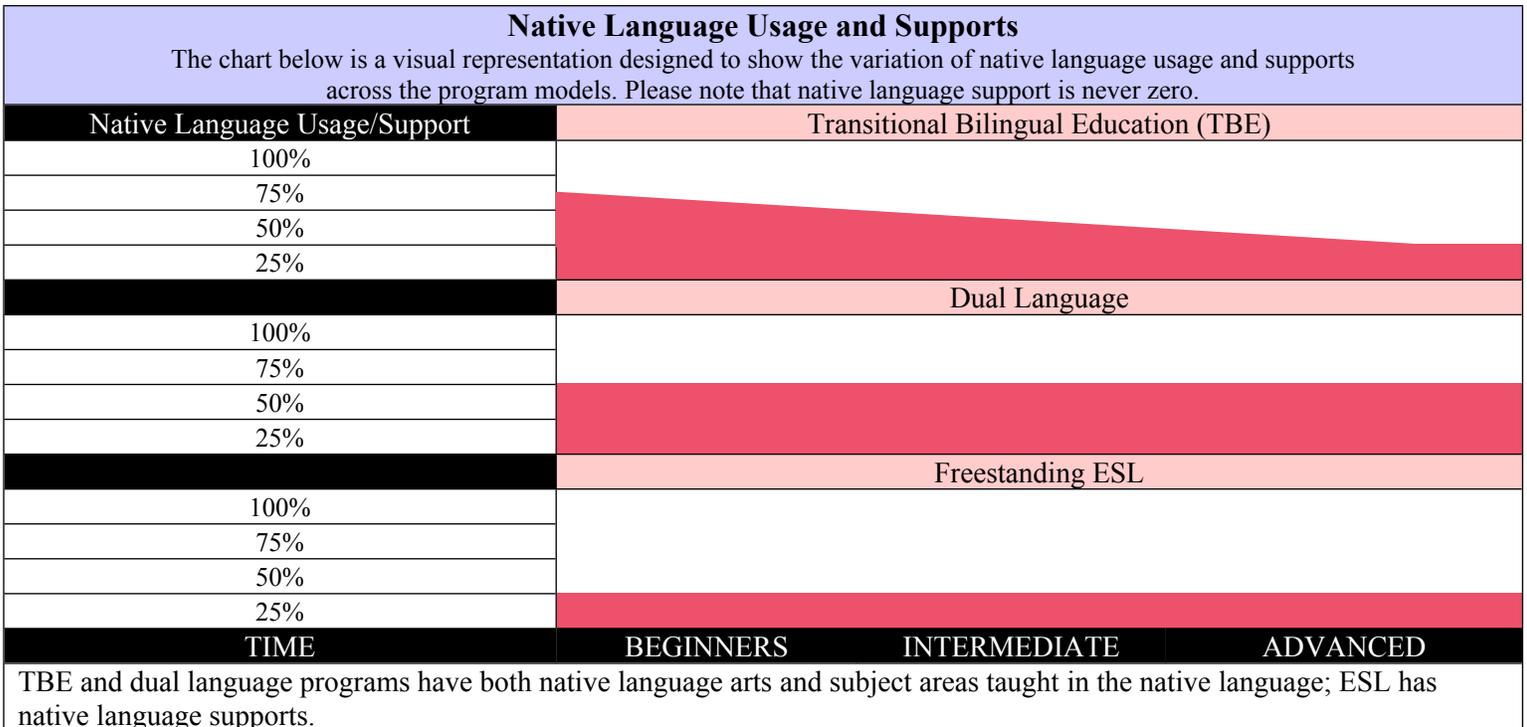
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs, future SIFE, Newcomers, Long Term ELLs in alternative placement in Special Education and Transitional ELLs in ELA, math, and other content areas are offered in English with native language supports.

- Counseling services (group or individual based upon individual needs) Referral to Related Services (referrals to outside agencies for further interventions individual or family)
- Services will be provided as indicated on Individualized Education Plan (Collaborative Team Teaching related services) New materials include computer programs by Sunburst: Emergent Reader, and Knock Knock literacy skill building.
- Targeted Instruction (small group targeted instruction based upon individual assessed needs)-ESL teacher will become familiar with the Third grade Science standards and will be provided with Staff Development to understand the Scope and Sequence of third grade curriculum. The ESL teacher will embed Science vocabulary into her daily ESL lessons
- Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instruction)
- Pupil Personnel Committee (conferences among professionals are conducted to review student's cumulative records and recommend interventions)
- Transitional Services are offered for a period of one academic school year for "proficient" ELLs based on the NYSESLAT.
- Transitional students on our Focus Plans (which identify at risk students and the intervention plan that each teacher uses to achieve success)
- Extended day with additional ESL instruction by a certified ESL teacher.

9. Continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is offered in our AIS reading and math after school prgram.

10. n/a

11. Our Title III After school ELL Enrichment Program will be in discontinued because the number of ELLs fell below 30 students and funding is not available. This service will impact the improvement that our ELL students have made in the past.

12. ELLs are afforded equal access to all school prgrams. These programs include ballroom dancing,

13. Instructional materials used to support ELLs include a Leap Pad Library, Smartboard interactives, Knock, Knock phonics, the Starfall and other language learning web-sites, books on tape and independent center activities.

14. Native Language support is delivered with the use of bilingual dictionaries, bilingual glossaries, bilingual reading materials and translation by bilingual staff members.

15. ELL support and resources are age appropriate and leveled by grade.

16. Newly enrolled ELL students are offered a grade level orientation and tour of the school by our parent coordinator. Bilingual parent brochures are distributed and translation and interpretation services are offered.

17. Currently we do not offer language electives at PS312.

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

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. Professional Development is coordinated by our Professional Development Team. The team meets regularly to collaboratively combine ideas on effective professional development planning for teachers. The team provides professional development to strengthen the staff's knowledge in ESL teaching strategies, literacy, mathematics and other content areas as well as in effective classroom practices. In order to meet the needs of our ELLs we will continue to provide or plan the following professional development to meet the 7.5 hours of required ESL

teacher training:

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

September Professional Development is given each year to address the levels achieved on the NYSESLAT and to address weaknesses observed in the data to drive instruction. This September students were found to be most in need of writing practice. To meet that need teachers were informed how to best use ESL teaching strategies to improve ELLs writing skills. Pre-writing activities; such as the use

of graphic organizers to aid the writing process and the Think Pair Share technique of student centered discussion were emphasized.

Attendance records are maintained by the principal to assure that every classroom teacher completes his/her 7.5 hours

2. As ELLs transition to middle school they are offered assistance by our guidance staff, parent coordinator, and classroom teachers in choosing the most appropriate school for each child. A meeting is held by the parent coordinator in order to assist parents of ELLs with the application process. Translators are on hand to offer their services at this meeting. Recommendations for middle school placements are made to parents by teachers, counselors and the parent coordinator during both parent-teacher conferences and on an on-going basis.

Guidance counselors have received professional development in house by our ESL teacher and are sensitive to the needs of our ELL population. Letters of recommendation for middle school entrance are provided by each fifth grade child's classroom teacher upon request.

3. Training for all staff is offered through a series of professional development workshops held in house by our staff and administrators. This training is scheduled during mandatory faculty conference meetings throughout the year. ESL strategies and best practices are modeled and ESL teaching resources are shared by the ESL teacher. A record of the 7.5 hours of training is kept on file by the principal.

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

2. Our school partners with the Bergen Beach Youth Organization to ensure children have positive role models and activities to enrich their lives.

3. During parent teacher conferences and school events, the ESL teacher, administrators and parent coordinator informally interview parents to determine if their needs are being met or whether additional services are needed. Translators are on hand for Haitian, Spanish, Hebrew and Greek speakers. Over the phone translation services are available to parents with other native languages. Parent handbooks are distributed in the native language to parents during ESL parent orientation that describes translation and interpretation services. In addition, memos are sent to all homeroom teachers by the parent coordinator asking them to identify any parent that they think might need translation services. Previous years we also offered workshops to parents of ELLs to assist them in how to help their children with language skills at home and a parent ESL class however this year the funding was not available.

4. An ELL parent is an active member in our School Leadership Team. S/he is kept abreast of any the progress and/or issues our ELLs are having that development through out the year. Parents are sent native language letters of all schoolwide meetings, parent association

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

2. Our school partners with the Bergen Beach Youth Organization to ensure children have positive role models and activities to enrich their lives.

3. During parent teacher conferences and school events, the ESL teacher, administrators and parent coordinator informally interview parents to determine if their needs are being met or whether additional services are needed. Translators are on hand for Haitian, Spanish, Hebrew and Greek speakers. Over the phone translation services are available to parents with other native languages. Parent handbooks are distributed in the native language to parents during ESL parent orientation that describes translation and interpretation services. In addition, memos are sent to all homeroom teachers by the parent coordinator asking them to identify any parent that they think might need translation services. Previous years we also offered workshops to parents of ELLs to assist them in how to help their children with language skills at home and a parent ESL class however this year the funding was not available.

4. An ELL parent is an active member in our School Leadership Team. S/he is kept abreast of any the progress and/or issues our ELLs are having that development through out the year. Parents are sent native language letters of all schoolwide meetings, parent association meetings and school events such as; concerts, plays and other performances as well as organized after school activities and programs. Translators are available at all gatherings and over the phone interpretation services are also provided.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	0	0								1
Intermediate(I)	1	0	2	1	2	0								6
Advanced (A)	2	2	0	5	1	2								12
Total	4	2	2	6	3	2	0	0	0	0	0	0	0	19

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	0	0	0	0							
	I	1	0	0	0	0	0							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	2	0	5
4	2	2	1		5
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	0	2	0	4	0	0	0	6
4	0	0	2	0	2	0	1	0	5
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	
4	0	0	0	0	3	0	2	0	5
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the Fountas and Pinnell Benchmark Assessment System. It is administered to determine independent and instructional reading levels, form initial groups for reading instruction, plan efficient and effective instruction, and assist teachers in identifying children who need intervention. This type of assessment assists teachers in gathering valuable information about each child's individual processing strategies, fluency, and comprehension giving them insights about how to target their teaching. Progress in Guided Reading levels is monitored. This year 100% of ELLs showed improvement from September levels to present.

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.

Part VI: LAP Assurances

School Name: Bergen Beach School

School DBN: 22K312

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Denning	Principal		10/21/11
Laura D'Onofrio	Assistant Principal		10/21/11
Carol Pino	Parent Coordinator		10/21/01
Chris Ann Karas	ESL Teacher		10/21/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K312 **School Name:** Bergen Beach School

Cluster: _____ **Network:** CFN602

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

Part A: Needs Assessment Findings

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

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

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

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

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.

- Paraprofessionals will serve as translators in; Spanish, Hebrew, and Haitian Creole one afternoon a week and during Parent/Teacher Conferences.

- Support written material was purchased to assist parents in the areas identified.

- Letters to parents are translated using the online service Google translation.

- In addition, P.S. 312 will actively seek out and pay any pedagog to translate any written documents in languages that represent those of our student's first language, such as, Spanish, Russian, Chinese, Hebrew, etc. We will inform all parents of such services provided in our school through letters and home phone calls. We will use our school staff and parent volunteers starting at the beginning of the school year.

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.

- Paraprofessionals will serve as translators in Spanish and Hebrew one afternoon a week.

- Purchased Homework help book in various languages.

- Support videos will be purchased to assist parents in the areas identified.

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

We will send home translated written letters in every represented home language, informing parents that our school will be providing them with translation and interpretation services, in which they will be able to effectively communicate their needs and concerns to us. In addition, we will be able to keep them informed about their child as well as our school events and activities. In the event that school personnel is not available we use DOE over the phone interpretation service.