



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: **DR. RHONDA FARKAS**

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	
Tara 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	Member/UFT-Teacher	
Adriana Cardillo	Member/UFT-Para	
Elayne Dougherty	Member/UFT-Secretary	
Jared Wasserman	Member/Parent	
Lisa Donohoe	Member/Parent	
Monia Stavropoulos	Member/Parent	
Nicole Perrine	Member/Parent	
Michele Obdyke	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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 2013, 75% of students in grades 3-5 will show progress in writing extended responses in math by moving up at least one rubric level.

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 our students performed well as a whole compared to the city on the state math assessment, however individual student progress in math was lacking (especially in 4th grade) as indicated in our Progress Report and on the chart below. Also, in looking at last year's math performance tasks, we noticed that our students are struggling in showing their work and explaining the process they used to solve multi-step extended response problems.

New York City Department of Education
 NYC Results on the New York State 2006-2012 Math Test (Grades 3-8)
 School Summary
 Results for All Students

New York City Department of Education	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
						#	%	#	%	#	%	#	%	#	%
22K312	3	2011	All Students	150	692	4	2.7	32	21.3	90	60.0	24	16.0	114	76.0
22K312	3	2012	All Students	152	700	6	3.9	12	7.9	86	56.6	48	31.6	134	88.2
22K312	4	2011	All Students	148	706	1	0.7	19	12.8	65	43.9	63	42.6	128	86.5
22K312	4	2012	All Students	150	702	3	2.0	20	13.3	67	44.7	60	40.0	127	84.7
22K312	5	2011	All Students	135	696	6	4.4	20	14.8	61	45.2	48	35.6	109	80.7

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) key personnel 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 2012-June 2013:

The expectation for written responses in mathematics will be clearly explained during faculty meetings, grade conferences and through the weekly calendar.

Teachers will be required to implement the NYS CCLS for Mathematics and the 8 standards for mathematical practice and to cite them in plan books and on bulletin boards.

Teachers will be required to assign one extended response question three times a week during class time and one extended response question every Monday night for homework.

Teachers and administrators will develop grade level mathematics rubrics in order to drive instruction and to assess students' written explanations. Teachers will be required to use a unified rubric with students to model a proficient response. Students will be required to explain what they did to solve the problem and why they chose that strategy. Students will utilize a school wide graphic organizer to practice writing extended responses.

Teachers will administer a pre-assessment in October in order to establish a baseline. A midpoint assessment will also be administered in January/February. A post assessment will be administered in June to determine overall progress.

Teachers will provide specific feedback to students after assessing their written responses.

Students will complete at least two CCLS aligned Math Units of study resulting in a Performance Task inclusive of rigorous extended responses. The two mathematics performance tasks will also be administered and scored using the unified rubric.

Administrators will collect math tests and/or quizzes monthly to monitor student progress in solving extended response problems.

When implementing the Envision Mathematics program, teachers in grades 3-5 will be required to include all aspects of the program. Professional development on the implementation of Envision Mathematics will continue to be provided throughout the year. The administration and teachers will work collaboratively in vertical and horizontal teams to develop a pacing calendar for Envision Mathematics to coincide with

the administration of the NYS Mathematics exam.

The administrative team will conduct "teacher feedback" observations as well as formal observations. They will meet with teachers during pre and post observation conferences and provide specific feedback.

Teachers will develop "RTI" plans for 'at risk' students. Teachers will help students set goals as a result of hard and soft data. Individual goals will be set for each student.

Collaborative examination of student extended responses 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.

Professional Development will be provided in-house, through CFN #602, and Pearson.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I sc Schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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, Mid-year 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 sessions 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 for program assistance**
- **P.S. 312 will use its School Leadership Team to effectively plan for the Comprehensive Education Plan, School Safety Plan & all concerns for the students.**
- **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 is located outside the main office. Notices, minutes of meetings, and other essential**

information is posted there.

- The parent newsletter, Viewpoints, is distributed to parents every other month 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

NYSTL Funds, ARRA RTTT Citywide Instructional Expectations Funds, Teacher Per-Session, Teacher Per Diem, UPK funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL Fair Student Funding for staff and supplies; NYSTL funds will be used to purchase materials; City Council funds and TL Fair Student Funding is used to conduct an Afterschool AIS Program for ELA and Math; ARRA funds will be used to facilitate Inquiry Team meetings and activities, Teacher Per Session and Per Diem funding will be used to conduct in-house Professional Development and for outside Professional Development.

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 ELLs 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.

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 2013, 65% of all the students in Grades 3-5 will show progress of one rubric performance level when writing an opinion or argument in response to reading an informational text.

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 although our students performed well on the NYS ELA Assessment, our students need to improve in writing opinion and argument responses to reading citing evidence from multiple sources in order to meet the new Common Core Standards in Writing.

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) key personnel 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 2012-June 2013:

The expectation for this goal will be clearly stated through faculty meetings, grade conferences, and weekly calendars. All teachers will be required to implement NYS CCLS for English Language Arts and Literacy and cite them in plan books and on bulletin boards.

Teachers will work collaboratively to develop lessons that incorporate the written skills needed for providing evidence to support arguments. Teachers will be required to use a unified rubric with students during lessons.

Teachers will be required to implement a mandated written component during the literacy block. A variety of written activities will be incorporated into the reading program. Students will be responsible to record reactions to a text. They will write answers to open-ended comprehension questions. Activities will permit student choice.

Teachers will administer a pre-assessment in September in order to establish a baseline. A midpoint assessment will also be administered in

January/February. A post-assessment will be administered in June to determine overall-all progress in this area.

Collaborative examination of student work will occur during teacher team meetings. Student work will be used as a vehicle for learning and problem solving.

Students will complete at least two ELA CCLS aligned units of study resulting in a performance task. These task bundles will require the students to read and analyze informational texts and write opinions and arguments in response, citing evidence from the text/multiple sources. Students must be able to use reasons and facts to support their opinions based on information provided in the informational text. Lessons that lead up to the completion of the task will focus on specific skills and strategies necessary for writing opinions and arguments. Teachers will provide multiple entry points for students, including Special Education students and English Language Learners.

Administrators will meet with teachers during pre and post observation conferences and provide feedback by ‘drilling down to the target.’ During RTI meetings, administrators will examine data collected. The administrative team will also conduct ‘teacher feedback’ observations using a research-based rubric.

Professional development will be provided to the staff with emphasis on helping students give written evidence to support arguments.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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- **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 sessions to keep parents up-to-date on programs, procedures and assessment. School wide letters are sent out informing parents of this.**
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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) **Non-Title I**

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

NYSTL Funds, ARRA RTTT Citywide Instructional Expectations Funds, Teacher Per-Session, Teacher Per Diem, UPK funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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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 2013, there will be a 65% increase in the number of students in K-2 who gain one year of progress as measured by the Fountas and Pinnell Benchmark Assessments System in Guided Reading 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 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. We implemented this initiative last year and will continue to monitor student progress based on adjustments made to benchmarks and instruction.

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:
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 - b) key personnel 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 2012-June 2013:

Teachers will be required to conduct one guided reading lesson and one shared reading lesson each day. They will be required to plan for guided reading lessons using sets of guided reading books as well as authentic texts housed in the library.

Teachers will also be required to create a minimum of 5 high order comprehension questions when planning their guided reading lessons. The administrative team will examine these guided reading questions when plan books are reviewed.

The administrative team will conduct both formal and informal observations in order to monitor compliance with expectations and to monitor student progress. Administrators will meet with individual teachers throughout the year in order to discuss student progress and next moves.

Children’s use of the processing strategies or problem-solving actions will be analyzed to determine implications for instruction.

Data driven instruction will be conducted by teachers based on formal and informal assessments throughout the year with the understanding that guided reading groups are flexible.

All teachers in grades K-2 will monitor guided reading progress through the use of a tracking system. This will provide a snapshot of the progress their students are making throughout the year. At teacher team meetings this data will be reviewed so that teachers will have an opportunity to compare the progress of their students with other classes on the grade. Collaborative examination of student work (written responses to reading) will also 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.

Expert teachers will share ideas and strategies on moving struggling readers forward in their reading.

The administration, our network curriculum coach, and expert teachers will provide professional development through model guided reading and shared reading lessons.

Through flexible scheduling, cluster teachers will ‘push in’ during the reading block to assist teachers in achieving these goals.

As students in grades K-2 set goals, emphasis will be on literacy.

Strategies to increase parental involvement

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- **P.S. 312 will invite parents to volunteer for selected activities and for program assistance**

- P.S. 312 will use its School Leadership Team to effectively plan for the Comprehensive Education Plan, School Safety Plan & all concerns for the students.
- P.S. 312 will provide space for parents to adequately prepare and conduct various parent activities including technology:
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 - The parent newsletter, Viewpoints, is distributed to parents every other month 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

NYSTL Funds, ARRA RTTT Citywide Instructional Expectations Funds, Teacher Per-Session, Teacher Per Diem, UPK funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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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 ELLs 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.

ANNUAL GOAL #4 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 #4

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

By June 2013, 80% of the teaching staff will have received a minimum of five formative classroom observations using a research-based framework for instruction. Teachers will also have been provided with specific feedback following each observation so as to increase rigor and effectiveness of instruction.

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.

To comply with the 2012-2013 NYC Citywide Instructional Expectations, we have implemented the use of Charlotte Danielson's Framework for Instructional Practice to increase the rigor and effectiveness of instruction aligned with the Common Core Learning Standards.

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) key personnel 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 2012-June 2013:

Administrators will provide differentiated professional development in the use of a research-based teaching framework. Teachers will use teacher goals and last year's feedback as a starting place.

Administrators will set up and follow a schedule for teacher observations and feedbacks using this research-based framework. The administration will chart the domain and recommendations on a profile sheet in order to get an overall snapshot of the results.

Collaborative inquiry around specific areas of need will be identified by teachers during grade conferences and teacher team meetings.

The Professional Development Committee will use collected data to develop and implement a coherent plan that integrates the selected components of the framework in order to meet the diverse needs of teachers. During PD, the administrators and teachers will develop shared norms for engaging in feedback conferences.

School leaders will develop individual support plans for teachers, as needed.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Not Applicable to this goal

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) **X Non-Title I**

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

NYSTL Funds, ARRA RTTT Citywide Instructional Expectations Funds, Teacher Per-Session, Teacher Per Diem

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL Fair Student Funding for staff and supplies; NYSTL funds will be used to purchase books and materials; ARRA Funds will be used to facilitate Inquiry Team and Instructional Leads meetings and activities, Teacher Per Session and Per Diem funding will be used to conduct in-house Professional Development and for outside Professional Development.

ANNUAL GOAL #5 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 #5

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

By June 2013 there will be a 3% increase (68%) in teachers who respond “strongly agree” or “agree” to the NYC School Survey question: “Overall my professional development experiences this school year included opportunities to work productively with colleagues from other schools.”

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 and analyzing our 2011-2012 Learning Environment Survey, it was determined that 35% of our teachers indicated that they did not have opportunities to collaborate and work with teachers from other schools as indicated below:

"Overall, my professional development experiences this school year included opportunities to work productively with colleagues *from other schools*."

Strongly Agree

38

Agree

27

Disagree

13

Strongly Disagree

3

Does Not Apply

19

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

The following Activities will take place between September 2012-June 2013:

Teachers will take a needs assessment survey in order to identify areas in which they need professional development.

Teachers will visit high performing schools where they will have the opportunity to observe master teachers conduct lessons in the identified areas of focus.

Follow-up staff development will be provided by administrators and the network team as a result of the debriefing session.

Teachers will have an opportunity to turnkey information from their visits to their colleagues during common preps and/or teacher team inquiry

meetings.

Administrators will use formal and informal observations in order to assess the impact of these visits and to focus on lingering issues that remain a challenge.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Not Applicable to this goal

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) **X Non Title I**

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants **X** Other

If other is selected describe here:

NYSTL Funds, ARRA RTTT Citywide Instructional Expectations Funds, Teacher Per-Session, Teacher Per Diem

Service and program coordination

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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Push-in Guided Reading Poetry Academy Interactive Writing AIS-Extended Day Program (2:30 p.m.-3:07p.m.) AIS-After school Program (3:07p.m.-4:37p.m.)	Small Group during reading Small Group & 1:1 in class Small Group during Writer's Workshop Small Group in class Small Group	During the day During the day During the day After school
Mathematics	Remediation Group AIS-Extended Day Program (2:30 p.m.-3:07p.m.) AIS-After school Program (3:07p.m.-4:37p.m.)	Small Group during math Small Group in class Small Group	During the day During the day After school
Science	Remediation Group Cluster AIS Group	Small Group in class Small Group in Science room	During the day After school (April & May)
Social Studies	Remediation Group	Small Group in class	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play Therapy Behavior Modification Counseling	Small group or 1:1 based on IEP or need	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **Vacancies are posted when positions are available; resumes are analyzed and interviews are held for qualified, licensed applicants; candidates are asked to do a model lesson with a class which is viewed by the administration before a final decision is made.**
- **The administration conducts walkthroughs in the morning and afternoon each day to observe the learning environment and look for rigor in daily lessons through the content areas.**
- **All teachers are observed formally throughout the year; pre and post conferences are held for all formal observations to provide feedback; professional development is provided as needed.**
- **All teachers are observed informally throughout the year using Danielson's rubric as a guideline for teacher feedbacks; next steps and recommendations are discussed with the teacher and then e-mailed to them.**
- **Lesson plan books are handed in and viewed by the administration periodically.**
- **Professional Development is differentiated based on a teacher's needs and interests as indicated in a survey they complete in the beginning of the year.**
- **Ongoing Professional Development with School Based Professional Development Team, which includes Principal and Assistant Principals**
- **Inter-visitation with Lead/Master Teachers who demonstrate outstanding practices to other teachers in the school**
- **Inter-visitation in other exemplary schools with Lead/Master Teachers who demonstrate best practices**
- **School Inquiry Team and vertical and horizontal teams form and meet during and after school**
- **Study Groups meet using professional books and articles for discussion**
- **Ongoing outside Professional Development including CFN #602 and Pearson.**
- **Professional Development and implementation of Charlotte Danielson's *Framework for Teaching*, a research based rubric**
- **Implementation of Doug Lemov's Teach Like A Champion techniques.**

P.S. 312

SCHOOL-PARENT COMPACT

Our school, has implemented a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents in our school agree that this compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. Staff and Parents will work in collaboration to provide a curriculum that meets the new Common Core Learning Standards in the academics and the arts. We will maintain a safe school environment which fosters student achievement and social-emotional growth. In an effort to show how the home/school environment is working together to educate the children of P.S. 312, the staff and parents agree to implement the following compact:

MISSION STATEMENT OF P.S. 312

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

THE SCHOOL

- P.S. 312 will provide a rigorous academic program that aligns with the Common Core Learning Standards and meets the needs of all its children
- P.S. 312 will offer high quality instruction in all content areas by highly qualified teachers.
- P.S. 312's school staff will maintain high expectations for all its students. They will be positive role models for their students and respect cultural, racial, and ethnic differences.
- P.S. 312 will inform parents regarding student's academic progress through:
 - -Orientations
 - -Daily Planners
 - -Midyear Reports
 - -Report Cards
 - -Week in Review Goals notebooks
 - -Parent Teacher Conferences (School can provide confirmation of attendance at conferences for parental employer.
- P.S. 312 will implement a K – 5 Homework Policy that reinforces daily classroom practices.
- P.S. 312 will provide workshops and information to keep parents up-to-date on programs, procedures and assessment.
- P.S. 312 will invite parents to volunteer for selected activities and program assistance
- P.S. 312 will provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- P.S. 312 will ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- P.S. 312 will provide limited English proficient families with information related to school and parent programs, meetings and other activities in a language that the parents can understand and interpretation services in order to ensure participation in the child's education

The Principal:

- Assumes the overall responsibility for providing a safe, supportive, and effective learning environment for all children and staff in the school.
- Ensures a welcoming environment for staff, parents, and students
- Participates in workshops and meetings with parents
- Offers special programs to students such as Project Arts, Renzulli Enrichment, and afterschool ELL and remediation to meet the needs of all learners.

The Assistant Principals:

- Assist the Principal in carrying out procedures to ensure a safe, supportive, and effective learning environment.
- Serve as liaisons between the parents and teachers
- Research and investigate innovative programs and their implementation
- Work closely with the parents and teachers to plan meetings, conduct workshops, and implement programs effectively.

THE HOME

- Parents will be responsible that their children attend school daily, be on time, complete all homework assignments, assist their children with adequate study skills, and pick up their children on time.
- Parents will attend to their children's needs with regard to providing for: adequate dress, meals, health and bedtime schedule, monitor television watching &, computer activities.
- Parents will attend at least one Parent/Teacher Conference a year to discuss the academic progress of their children.
- Parents will assist their children with homework assignments on a regular basis to ensure completeness and accuracy. They will read to, or listen to their child and read for 30 minutes each night.
- Parent will respond to surveys, feedback forms and notices when requested
- The Parent's Association will arrange meetings at flexible times. (e.g., morning, evening)
- Parents will conduct Parent Association activities that will include opportunities for the school to disseminate pertinent information regarding the education of their children, as well as School Leadership Team activities. They will participate in family workshops (Academic Skills, sports night, Mother/Daughter Night)
- Parents Association and Parent Coordinator will organize parent volunteers when needs arise: Safety patrol during arrival at all entrances & hallways, library volunteers, teen tutoring volunteers, computer volunteers, etc.
- Parents will coordinate various fundraisers throughout the year
- Parents will act as liaisons to Community District Education Councils and District parent conferences and workshops.
- Parents will dedicate time to prepare, conduct, and participate in parent activities through use of the PA room, PA Bulletin Board, Monthly newsletter.

STUDENTS

- will attend school regularly and arrive on time
- complete their homework and submit all assignments on time
- will follow the school rules and be responsible for their actions
- will show respect for myself, other people and property
- will try to resolve disagreements or conflicts peacefully

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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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. 

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	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
SIFE	0	ELLs receiving service 4-6 years	6
		Special Education	4
		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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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 ⓘ

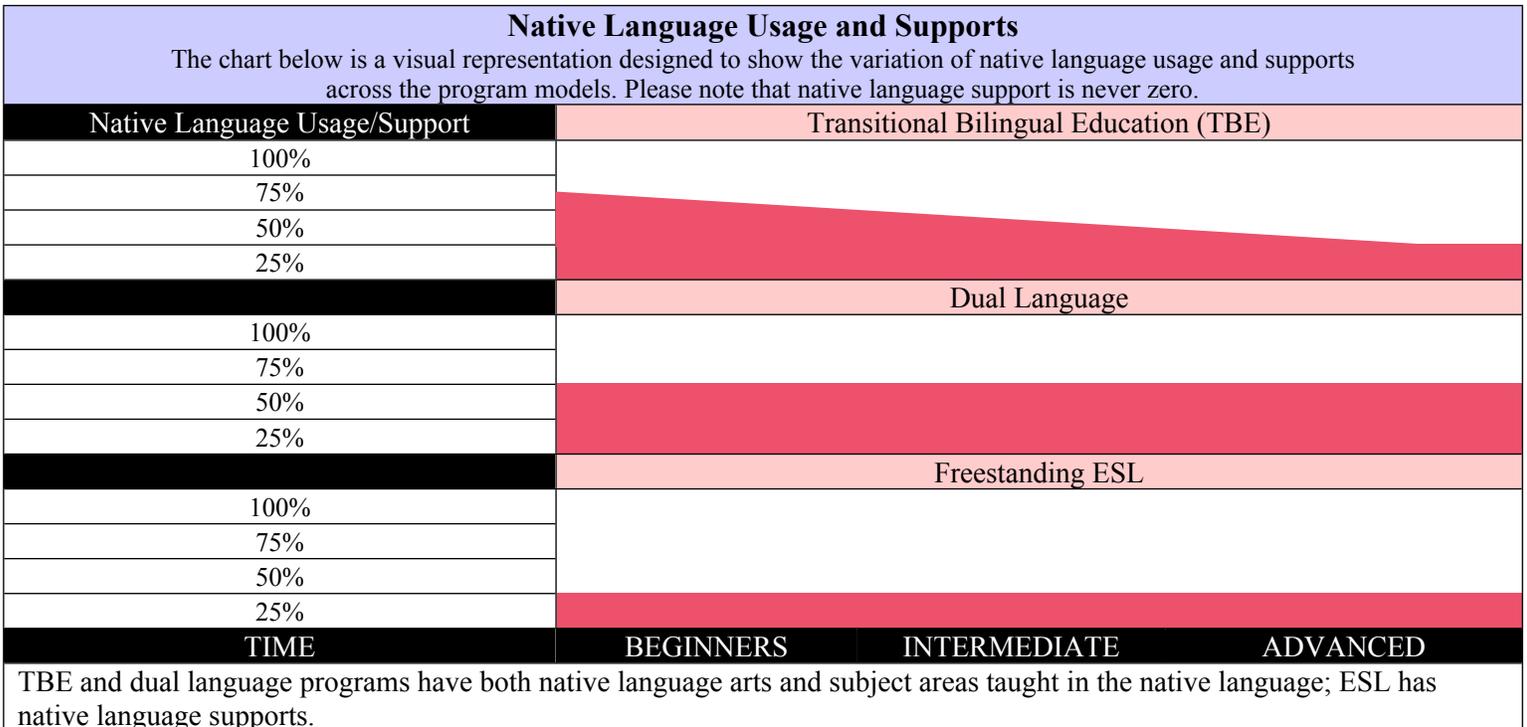
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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?
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 numberof 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, Smartbaord interactives, Knock, Knock phonics, the Starfall and other langauge 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 (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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 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							
	A	0	1	0	0	0	1							
	P	5	6	2	6	6	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
2. The data patterns on NYSELSAT across proficiency levels reveal that 86% of students test proficient on the Listening/Speaking section of the test. In the Reading/Writing sections 44% of students scored at the proficient level.
3. Instructional decisions hence have been made to teach students to organize their ideas before they write by use of brainstorming and graphic organizers. They will then develop their ideas into coherent and legible sentences and paragraphs using their notes. They will practice inferencing beyond what is suggested in the picture. All levels will be able to use writing rubrics to evaluate their work and to reflect upon what they need to improve. Building vocabulary and deconstructing/reconstructing academic language is targeted daily. Grammar skills are taught and practiced through authentic writing and practice editing. Reading skills are taught and remediated daily through Interactive Read Alouds and independent reading. Literary skills are taught and literary responses are elicited regularly in both oral and in writing. Test preparation skills are embedded throughout the curriculum as well as during the Title II ELL Afterschool Enrichment
4. a. The data patterns on the NYSESLAT across proficiency levels reveals that 86% of students test proficient on the Listening/Speaking section of the test. In the Reading/Writing sections 44% of students scored at the proficient level.
 - b. n/a
 - c. n/a
5. n/a
6. We evaluate the success of our ELL program using the standardized test results in grades 3, 4 and 5 on the NYSESLAT, ELA, Math, and Science tests. In the grades K, 1 and 2 we evaluate with the NYSELSAT, and Fountas and Pinnel Benchmark Assessment System.

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: <u>Bergen Beach School</u>		School DBN: <u>22K312</u>	
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

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)
	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.