



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN : 14K319

PRINCIPAL: ALEYDA ZAMORA MARTINEZ

EMAIL: AZAMORA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI (IA)

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
Aleyda Zamora Martinez	*Principal or Designee	
Jane Pedota	*UFT Chapter Leader or Designee	
Carolina Chinchilla	*PA/PTA President or Designated Co-President	
Zoila Cueto	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	
Stacy Biscuti	Member/Teacher	
Maria Martinez	Member/Paraprofessional	
Rebecca Sherman	Member/Teacher	
Adela Adames	Member/Parent	
Annie Collado	Member/Parent	
Venecia Perez	Member/Parent	
Patricia Rodriguez	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.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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: To improve the attendance rate at Public School 319 by 0.17%: reaching 95%, or higher, by June 2013

- To achieve an attendance rate of 95% by January 2013
- To achieve an attendance rate of 95%, or higher, by June 2013

Comprehensive needs assessment

Attendance is an integral part of our school's mission. We realize that good attendance contributes to high academic achievement and progress. As we have analyzed student attendance rates through ATS and teacher roll books for the 2011-2012 school year, we have noticed that the attendance rate has dropped.

Instructional strategies/activities

- Distribution of monthly awards to students with 100% attendance
- Ice cream rewards for classes with three consecutive days of 100% attendance
- Pizza party for classes with five consecutive days of 100% attendance
- Names of students with 100% monthly attendance displayed on front lobby bulletin board
- Monthly class certificates for those with 100% attendance
- Daily announcements of classes with 100% attendance
- Monthly assemblies recognizing students with 100% attendance
- Attendance pins/pencils given on a monthly basis to reward 100% attendance
- Field trip to reward 100% attendance for the year
- Trophies will be provided for those students with one, two and three years of perfect attendance (at kindergarten moving up ceremony) as well as, one and two days of absence

The current Attendance Plan outlines attendance expectations and steps to be taken to help students and their parents improve and meet attendance standards as set forth in the plan.

Attendance Committee Members including the principal, teachers, attendance secretary and the parent coordinator, meet on a monthly basis to target students that have not met their benchmarks.

See Annual Goal #1 for timeline implementation

Strategies to increase parental involvement

- Parents are called daily when their child is absent and must submit an absence note. A doctor's note is required following two days of absence.
- It is the parent's responsibility to:
 - Monitor their child's attendance and ensure that their child arrives to school on time, as well as follow the appropriate procedures to inform the school

when their child is absent;

- Ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age;

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 X Title I _____ Title IIA _____ Title III _____ Grants X Other

Service and program coordination

Title I funds are being used to purchase rewards for the attendance goal. Stickers, pencils and necklaces are purchased for the children as an attendance incentive the line used is quick code 031675 Code UKIA. The PTA provides funds for ice cream and pizza rewards parties at no additional budget cost. In addition, classroom teachers provide incentives for good attendance at no additional cost.

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: During the 2012-2013 school year, Public School 319 will be using the Danielson Framework. Our goal is to further build the capacity of teachers in developing questioning techniques and to enhance all student learning and critical thinking skills.

- By January 2013, 25% of teachers will show improvement in the use of questioning and discussion techniques. (Competency 3B)
- By June 2013, 50% of teachers will show improvement in the use of questioning and discussion techniques. (Competency 3B)

Comprehensive needs assessment

After participating in the Talent Management Program during the 2011-2012 school year, teachers found that in order to achieve the highest scores on their rubrics, their students needed to demonstrate the ability to ask higher order questions. Therefore, teachers expressed the need to concentrate on the use of questioning and discussion techniques. As teachers improve their use of questioning and discussion techniques, student performance and achievement standards will improve.

Instructional strategies/activities

During the 2011-2012 school year, based on the outcomes of our participation in the Talent Management Pilot Program, evidence revealed that 50% of our teachers showed a need for improvement in Danielson's Competency 3B (using questioning and discussion techniques). We have therefore decided to focus our efforts this year on improving the pedagogical skills of teachers in this area.

- Principal will conduct frequent observations (two formal and four informal)
- Principal will give direct and actionable feedback to teachers
- Principal will direct teachers to professional development aligned with Competency 3B
- During grade conferences, teachers will identify and discuss strategies to increase higher order cognitive thinking amongst students
- Teachers will be using Web's Depth of Knowledge, as a guideline to promote higher order thinking skills
- Identify what critical thinking looks like in an early childhood classroom
- CFN and Early Childhood Instructional Coordinator's support and professional Development

See Annual Goal #2 for timeline implementation

Strategies to increase parental involvement

- Parent Workshops will be held to help parents learn higher order questioning skills that they can use at home with their children.
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology (PIP)
- Share information about school and parent related programs, meetings and other activities in a format and language that parents can understand (PIP)

Budget and resources alignment

• Indicate your school's Title I status: X 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 X Title I _____ Title IIA _____ Title III _____ Grants X Other

Service and program coordination

Professional Development Funding through Galaxy Budget Funding Quick Code 014301, Activity Code UIED.

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: By June 2013, 85% of pre-kindergarten students will identify at least 20 out of 26 letters of the alphabet and 20 initial sounds using Foundations instruction and DIBELS Next paper and pencil assessments.

- By January 2013, 85% of Pre-Kindergarten students will identify at least 10/26 letters of the alphabet and 10/26 initial sounds
- By June 2013, 85% of Pre-Kindergarten students will identify at least 20/26 letters of the alphabet and 20/26 initial sounds

Comprehensive needs assessment

Every year a survey of our staff is conducted to determine opinions about what the staff thinks is going well and what could be improved. Both the pre-kindergarten and kindergarten teachers felt that the pre-k program needs to focus more on academics, especially literacy. Aligning the pre-kindergarten curriculum to the New York Common Core Standards is also essential.

Instructional strategies/activities

At Public School 319, we strive to prepare all students for academic success. In Pre-Kindergarten, we concentrate on providing a strong foundation of literacy skills. We feel this instruction will help to reduce the student achievement gap starting with our youngest learners. Our rigorous instruction is guided by the Common Core Learning Standards, as well as the New York State Standards, to better enhance and support our young student's learning and development.

- Morning routines that reinforce alphabet recognition
- Foundations instruction, Handwriting Without Tears
- Dibels assessment
- Monthly teacher-made assessments (administered by paraprofessionals) to track achievement of letter recognition and sounds
- Actively engaging parents by sharing strategies that can be used to reinforce alphabet recognition
- Differentiated instruction by paraprofessionals supervised by teachers
- Alphabet games that reinforce letter recognition and phonemic awareness (learning through play)
- Teachers will use teacher-made assessments, student work and comprehensive mid-year assessments to evaluate their own effectiveness, for example, if a group of students is missing a specific skill, teachers will seek alternative ways to teach that skill and classroom paraprofessionals will offer additional instruction to those students who need extra support

See Annual Goal #3 for timeline implementation

Strategies to increase parental involvement

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

The following aspects of the Parent Involvement Policy that are relevant:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency. This will build stronger ties between parents and other members of our school community;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

Budget and resources alignment

- Indicate your school's Title I status: x 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 X Title I _____ Title IIA _____ Title III _____ Grants X Other

Service and program coordination

One prekindergarten teacher's Job ID in One prekindergarten teacher's Job ID in DMJ7U and the other is DUFIC.
Learning material is funded by Universal Pre-K (Quick Code 031698; Activity Code 6O5)
Admissions (Quick Code 031698; Activity Code VHD6)
Parent Involvement (Quick Code 031698; Activity Code VHD8)

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: By June 2012, 80% of our kindergarten student population identified as “at risk” that initially tested on Tier III using the RTI model will move up to Tier II.

- By January 2013, 70% of our kindergarten student population identified as “at risk” will move up to Tier II
- By June 2013, 80% of our kindergarten student population identified as “at risk” will move up to Tier II

Comprehensive needs assessment

Kindergarten teachers expressed a need for a standardized identification of students at risk and a specific pathway for remediation. Because we are no longer using E-CLAS to evaluate students, teachers saw a need for standardization within the grade. We found that using DIBELS Next, in pencil and paper form would best serve our needs for collecting data.

Instructional strategies/activities

Effective July 1, 2012, the state requires that all school districts have an RTI program in place. Our school is implementing the RTI program. Teachers will be using this approach in their teaching. When students are taught a specific concept, skill, or strategy, teachers will assess whether it has been learned. Students’ progress will be formally monitored and documented.

- Professional development will be provided by our staff developer along with network cluster support
- Creation of RTI teams including classroom teachers and paraprofessionals.
- Screening of all students 3 times during the school year. Beginning of the year, midyear and end year; using DIBELS Next in paper and pencil form.
- Identify targeted population and identify students who are not making academic progress at expected rates using a three tiered model
- Track the progress of students and address the needs of individuals
- Collect data as part of progress monitoring and use this data to make informed decisions about changing the instruction and/or interventions
- Notify parents:
 - a. If student is moved to a higher or more intense tier
 - b. Of student performance and data
 - c. Interventions provided
 - d. Of their right to request an evaluation
- Teacher teams will modify instruction or interventions
- RTI pullout

See Annual Goal #4 above for timeline implementation

Strategies to increase parental involvement

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

The following aspects of the Parent Involvement Policy that are relevant:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency. This will build stronger ties between parents and other members of our school community;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

Budget and resources alignment

- Indicate your school’s Title I status: x 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 X Other

Service and program coordination

The Phonics cluster teacher will be working with students in push in and pull out reinforcement for the three tiered RTI program Phonics Cluster Teacher code is DQ316. F Status Teachers are used to assist in this program job ID GJIIS and GJIU. In addition, paraprofessionals will be trained and working with the students within the three tiered model.

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: To create a Literacy (Non-Fiction) Unit of Study aligned to The Common Core Learning Standards with a focus on Science and Mathematics.

- By December 2012, two non-fiction ELA units will be completed (one Science/ELA unit and one Math/ELA unit)
- By February/March 2013, both ELA units will be implemented in Kindergarten and First Grade
- By December 2012, teacher teams will create units of study in Mathematics to be implemented by April/May, 2013

Comprehensive needs assessment

As a teacher committee coordinated our curriculum with the Common Core Learning Standards, teachers saw a need for additional Non-Fiction ELA units involving math and science in both Kindergarten and Grade One.

Instructional strategies/activities

In order to ensure that our curriculum and instruction meets the demands of the Common Core Learning Standards for Literacy and Mathematics as well as the citywide expectations, we will engage in the following action plan.

- Teachers and administration will participate in and attend professional development, both at the school level and outside of schools (network professional development) in order to build on our understanding of the elements and planning of the units of study
- Teachers will meet during various conferences (cabinet meetings, grade conferences, cross-grade conferences, faculty meetings, inquiry and common preps periods) to create ELA and Math Units of study
- Teachers will meet in teams to analyze existing units to ensure alignment among the Common Core standards, instructional supports for ELL's and students with disabilities (UDL), and assessment rubrics
- In teams, teachers will look at resulting student work from executed units of study to make instructional adjustments to ensure the rigor and demands of the Common Core Standards are evident

See Annual Goal #5 above for timeline implementation

Strategies to increase parental involvement

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

knowledgeable and involved in their child's education. Prekindergarten parents, especially, are actively involved in the pre-kindergarten program. They are invited to classroom activities and special programs and are encouraged to accompany their children on trips.

The following aspects of the Parent Involvement Policy that have relevant:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency. This will build stronger ties between parents and other members of our school community;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

Budget and resources alignment

- Indicate your school's Title I status: x 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 X Other

Service and program coordination

Professional Development funds are set aside to assist in achieving this goal by Deferred Planning Initiative Quick Code UIED Activity Code 014301

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	Fundations program is used for RTI. Dibels Next is used as our assessment three times per year. Fundations Probes are done once weekly for Tier 3 students and bi-monthly for Tier 2 students.	Kindergarten and First Grade students receive AIS in small group and one-to-one instruction through push in and pull out methods.	Approximately 11 Kindergarten students receive AIS 2x week during the school day through AIS instruction. Approximately 20 Kindergarten students receive AIS instruction 3x week during the school day. Approximately 19 First Grade students receive AIS instruction 2x week during the school day. Approximately 22 First Grade students receive AIS instruction 3x week during the school day. Approximately 41 First Grade students receive AIS instruction in our extended day program. Approximately 70 Kindergarten students can also receive AIS in our academic summer school program.
Mathematics	Houghton-Mifflin math skills books are used by AIS teachers for students in need of AIS in mathematics.	Kindergarten and First Grade students receive AIS in small group instruction.	Approximately 27 First Grade students receive AIS in the morning extended day program. Approximately 20 Kindergarten students receive AIS instruction in our afterschool program. Approximately 70 Kindergarten students can also receive AIS in our academic summer school program.
Science	N/A	N/A	N/A
Social Studies			

	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The School Psychologist observes students and confers with teachers to determine the need for AIS counseling. The Guidance Counselor is currently servicing one first grade student. The Speech Therapist, Physical Therapist and Occupational Therapist determine which students are in need of AIS services and meets with them accordingly.	The Guidance Counselor is servicing one first grade student on a one-to-one basis. The Speech Therapist services 20 students for individual sessions (7 Kindergarten and 13 First Grade) and 8 students for group sessions (3 Kindergarten and 5 First Grade). The Physical Therapist services 3 First Grade students for individual sessions. The Occupational Therapist services 9 students (4 Kindergarten and 5 First Grade).	All at-risk services are provided during the school day. The Guidance Counselor provides services 1x week. Three Kindergarten students receive individual speech services, 2x week. Three Kindergarten students receive individual speech services 1x week. One Kindergarten student receives individual speech services 3x week. Four First Grade students receive individual speech services 1x week. Seven First Grade students receive individual speech services 2x week. One First Grade student receives individual speech services 3x week. Four Kindergarten students receive group speech services 1x week. One Kindergarten student receives group speech services 2x week. One Kindergarten student receives group speech services 3x week. Four First Grade students receive group speech services 1x week. Five First Grade students receive group speech services 2x week. Two First Grade students receive group PT services 1x week. One First Grade student receives PT services 2x week. Three Kindergarten students receive OT services 1x week. One Kindergarten receives OT services 2x week. Three First Grade students receive OT services 2x week. All OT services are individual sessions.

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.

To ensure that our current staff becomes highly qualified we are participating in the Talent Management Pilot Program to be used as a teacher evaluation instrument. Based on the work of Charlotte Danielson, this tool will be used to provide rubrics to evaluate teachers twice formally and four times informally.(see Goal 4) These observations may lead to suggestions for staff development in specific areas for a specific teacher or a group of teachers. Staff development may be given within our school by our Writing Specialist or another teacher. We participate in staff development given by our network or a Teachers College. We also have outside agencies come to our school for staff development.

On the BEDS survey all of our teachers were identified as being highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, 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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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
2012-13**

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 Ada Orlando	District 14	Borough Brooklyn	School Number 319
School Name Public School 319			

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

Principal Aleyda Zamora Martinez	Assistant Principal
Coach Amalia LaCioppa	Coach
ESL Teacher Maritza Nieves	Guidance Counselor
Teacher/Subject Area Benita Gonzalez, Teacher 1st	Parent
Teacher/Subject Area Jazylyn Duran, Spec. Ed	Parent Coordinator Ana Perez
Related Service Provider	Other Carolyn Kessler, Scretary
Network Leader Ada Orlando	Other

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	1	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	163	Total Number of ELLs	24	ELLs as share of total student population (%)	14.72%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [@](#)

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

Part III: ELL Demographics

A. ELL Programs

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

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

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														
	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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0			0			0
Dual Language	0	0	0	0			0			0
ESL	24	0	1	0			0			24
Total	24	0	1	0	0	0	0	0	0	24

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
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 L	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	11												24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other														0
TOTAL	14	11	0	25										

Part IV: ELL Programming

- A. Programming and Scheduling Information**
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
 4. How do you 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

A. Programming and Scheduling Information

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?

Our Language Instruction Program provides for social and academic English Instruction through the use of second language methodologies. Thirteen Kindergarteners and 11 First grade students are English language Learners. Most of the kindergarten students in our pull-out /push-in ESL program are Spanish speaking. One is Albanian. All of the ESL first grade students have Spanish as their primary language. The ESL teacher has permanent state certification in Teaching English to Speakers of Other Languages, is licensed and has been teaching for over 25 years. The students identified in the beginning and intermedialte levels receive 360 minutes of instruction and advanced students recieve 180 minutes of intruction. The pull-out/push-in model of instruction is used. In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffolded to address all content areas.

ESL Instructional Program

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

Courses Taught in Languages Other than English ⓘ

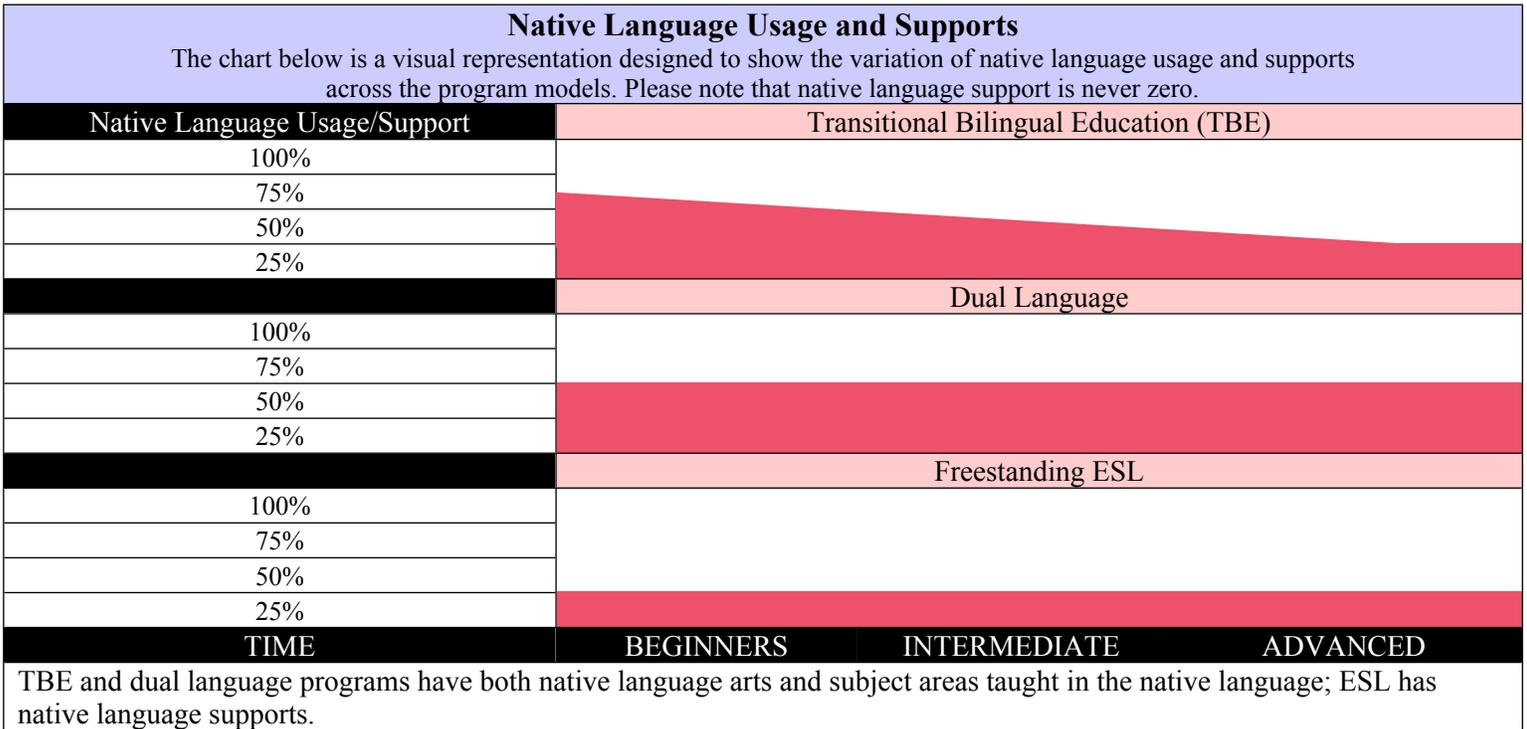
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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?

The Freestanding ESL program by grade is organized by proficiency levels.

The program is set up and aligned according to the mandated number of units per proficiency level.

Continual conferencing with each child's classroom teacher ensures that the ESL program is meeting the vocabulary and language need for each student in all classroom subject areas.

Since our school only has students up to first grade no student is in our program for more than 2 years. Therefore, we do not have students in need of extension services. We also do not administer city or statewide content as evaluations.

At present, we do not have students with interrupted formal education. However, should the need arise we would provide the student with small group instruction and intervention staff would facilitate his/her acclimation back into school. Students with special needs are integrated into their program with IEP mandates taken into account.

ELL students in need of AIS receive services in the morning extended day program and the after school program. The students are grouped according to need in both of these programs. During the school day a bilingual special education teacher services the children in need of AIS.

Students who achieve proficiency on the NYSESLAT continue to receive transitional support as needed. ESL staff and classroom continue to articulate student's needs.

We have had excellent results with our current ESL program and do not plan any changes at the current time.

Our bilingual kindergarten program has been discontinued because of the diminishing number of parent requests for the program. Any parent that requests a bilingual class is advised of bilingual programs in near by schools that their child can attend.

ELL students have full access to after school and summer school programs and are encouraged to attend to increase their language skills.

Instructional supplies include Language First, a multisensory English language development program, leveled books and manipulatives.

The students have access to computers throughout the school day, during the extended school day morning program and in the after school and summer school programs.

Native language support is provided as needed by the bilingual (Spanish) ESL teacher.

Required services support and resources do correspond to ELL's ages and grade levels.

Newly enrolled ELL students and their parents are invited to an orientation in the spring before the school year.

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

E. Parental Involvement

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

1. Parents are active in both our PTA and in our schools Leadership Team. Our SLT includes parents of our ELL students. Our Parent Coordinator organizes parent programs about health and nutrition and parenting and educational issues.
 2. Many of our parent programs are about health, nutrition, parenting and educational issues. We offer an after school ESL program for parents at both the beginning and intermediate levels.
 3. The parents on the SLT help us to survey the needs of our parents.
 4. All of the parental involvement activities above (Answers 1-3) help us to meet the needs of our parents. Teachers and our principal are accessible to parents daily and can address issues as they arise.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3												9
Intermediate(I)	1	3												4
Advanced (A)	6	5												11
Total	13	11	0	0	0	0	0	0	0	0	0	0	0	24

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0											
	I	0	0											
	A	1	1											
	P	25	5											
READING/ WRITING	B	7	2											
	I	4	1											
	A	5	0											
	P	11	3											

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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?

6. Describe how you evaluate the success of your programs for ELLs.

1. Because our school does not go beyond first grade there is no standardized testing aside from DIBELS and Fountas & Pinnell. The data collected from these tests is graphed and analyzed by our data specialist. Student reading levels (Fountas and Pinell) are recorded monthly. This information is used to develop goals for each student that are set forth in individualized education plans. As goals are met, new ones are set.

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

4&5 N/A

6. The data revealed by the NYSESLAT indicates the success of our program. At minimum, the majority of our students move up a level. A significant number of students achieve proficiency at both the kindergarten and first grade level.

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **14K319** School Name: **P.S. 319**

Cluster: **4** Network: **Childrens First Network**

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

Part A: Needs Assessment Findings

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

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

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

It is necessary for all written communication to be in both English and Spanish. Spanish translation is done by staff members fluent in Spanish. Translation in other languages is done as necessary using either the DOE Translation service or Google translate. Report cards are needed in English and Spanish. Report in other languages will be ordered as needed. Oral interpretation is needed in Spanish at all conferences. Interpretation in other languages will be provided as needed. These findings were determined through Leadership issued surveys and were reported at staff meetings and reported to the parents at a PTA meeting.

Part B: Strategies and Activities

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

All school and home written interactions are sent home in English with a Spanish translation below. Translation in languages other than Spanish are provided by the DOE Translation Service or through Google. All students receive report cards in their home language, if necessary.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

At the beginning of the school year, every family will receive a copy of Chancellor's Regulation A-663 Attachment A advising them of language assistance services available to them. In addition, for the Spring 2012 registration period, parents will be given a copy of this notice.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS319	DBN: 14K319
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Language Instruction Program provides for social and academic English instruction through the use of second language methodologies. Thirteen Kindergarten and 11 first grade students are English Language Learners. Most of our Kindergarten students are Spanish speaking and one is Albanian. All of the ESL first grade students have Spanish as their primary language. The ESL teacher has permanent state certification in Teaching English to Speakers of Other Languages, is licensed and has been teaching for over 25 years. The students identified in the beginning and intermediate levels receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. The pull-out and push-in model of instruction are used. In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffold to address all content areas. Instruction is aligned with the new Common Core Learning Standards. The writing and reading program builds language and literacy. In English the program offers differentiated instruction for students across the stages of language acquisition and supports the classroom programs. Instruction in English will be based on a comprehensive literacy program including a balanced literacy, Foundations and the MacMillan-McGraw Hill Treasures program. The MacMillan McGraw Hill literacy program has separate instructional activities for students on level, those who are above level and for those who need additional practice the mathematics curriculum includes individualized activities based on need. According to need all first grade ELL students are grouped together in our extended day morning program. The after school classes will be held Monday to Thursday from 3:05pm to 5:50pm, from September 24, 2012 to March 21, 2013. The afterschool class for ELL children is taught by a teacher certified as ESL/Bilingual birth to 6th grade and the ESL teacher who has permanent state certification in teaching English to Speakers of Other languages, is licensed and has been teaching for over 25 years. The Wilson foundation program will be used for phonics.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To ensure that teachers instructing ELL students are provided with targeted professional development, Public School 319 will provide extensive professional development for these teachers according to the individual needs of these teachers as stated in their individual goals and suggested by observations by the administration. Currently the teachers are receiving professional development to ensure that our curriculum is aligned with the new core standards. Our ESL teacher will also attend workshops as needed. Per Diem substitutes will cover her program on the dates as required. This professional development will enable participants to connect principles of learning and literacy development, develop an appropriate instructional design using a workshop model, view model

Part C: Professional Development

classrooms and attend activities outside of school in order to network and discuss best practices for English Language Learners. The ESL teacher can then share what she has learned with the rest of the staff.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The English as a Second Language Parent After School program is designed for 20 parents. Students acquire English skills through individualized lessons using the Rosetta Stone language learning Program and group activities. They participate in 54 sessions per school year. The ESL teacher Ms. M. Nieves will provide instruction.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		