

**2014-2015**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 312  
**DBN (i.e. 01M001):** 22K312  
**Principal:** SUNGMIN YOO  
**Principal Email:** [SYOO2@SCHOOLS.NYC.GOV](mailto:SYOO2@SCHOOLS.NYC.GOV)  
**Superintendent:** JULIA BOVE  
**Network Leader:** MATTHEW MELCHIORRE

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
SUNGMIN YOO	*Principal or Designee	
RENE DRURY	*UFT Chapter Leader or Designee	
TARA RUSSO	*PA/PTA President or Designated Co-President	
	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	
SUSAN FRIEDMAN	Member/ UFT-TEACHER	
SHANNON SMITH	Member/ UFT-TEACHER	
ELIZABETH MANCINI	Member/ UFT-TEACHER	
SHARON O’NEILL	Member/ PARENT	
JOHANNA LONG	Member/ PARENT	
MICHELE OBDYKE	Member/ PARENT	
RACHEL DE SENA	Member/ PARENT	
JENNIFER VISCONTI	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

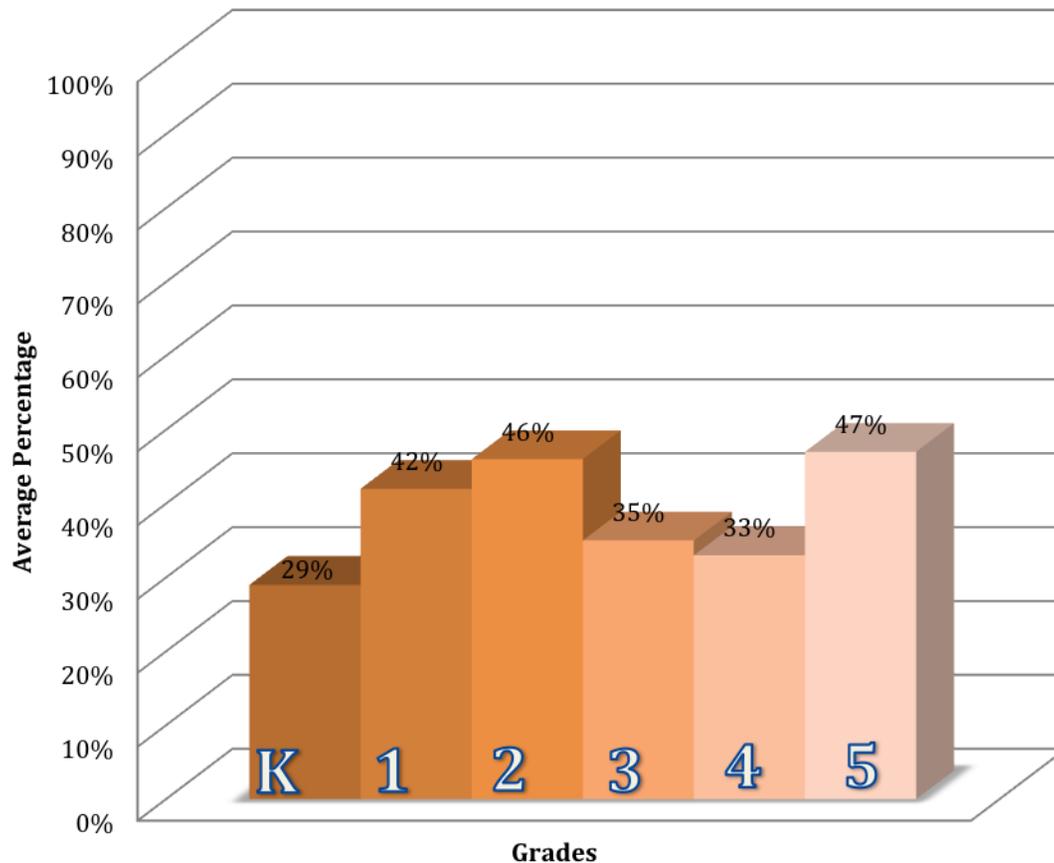
By June 2015, all students in grades K-5 will demonstrate a 20% overall growth in answering written questions, in response to reading, as measured by the Fall and Spring MOSL Assessments.

### 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.

Based on the 2014 Fall MOSL results, most students in grades K-5 are performing below proficiency level in answering written questions. An analysis of informal observations and of lesson plans indicates that the level of oral and written questions across classrooms is inconsistent. Although teachers are familiar with Webb's Depth of Knowledge, they are not using it consistently to plan rigorous questions for written responses.

### Grade Wide Averages for Fall 2014 MOSL



### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All teachers will use Webb's Depth of Knowledge to develop and plan questions/writing prompts for literacy lessons.
2. Classroom teachers will use READYGEN modules, questions, performance tasks, writing prompts, and rubrics to plan reading and writing lessons. Teachers will embed collaborative discussion (1:1, small group, and teacher led) throughout the literacy block and all subject areas to promote higher level thinking and questioning to extend and deepen students' comprehension and increase the quality of written products.
3. Teachers and administrators will participate in professional learning opportunities involving reading/writing through content areas both in-house and outside including Pearson ReadyGen, Network 602 workshops, ELA, Science, and Social Studies Ambassadors and turn key to their grades and/or the staff. They will also, as needed, participate in inter-visitations with colleagues to observe best practices in writing instruction.
4. All teachers will receive a minimum of 3 classroom observations to ensure that questioning and writing prompts are well designed and aligned with Danielson Framework Rubric in Competency 3b. They will modify their instructional practices based on the feedback they receive.
5. Teacher teams will meet across grades and vertically to create coherent curriculum unit maps in ELA. Classroom teachers will adjust the unit maps and add accommodations and resources that meet the needs of all learners in their class.
6. After school Programs-AIS and ELL Title III Program

**B. Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers, cluster teachers, AIS push-in/pull-out teachers
2. Classroom teachers, AIS push-in/pull-out teachers
3. Principal, Assistant Principals, all teachers, Foundations workshops, Citywide Pearson Ready Gen Workshops, Network 602 Achievement Coaches and staff
4. Principal, Assistant Principals
5. Grade level teacher teams and Vertical teacher teams
6. 6 Afterschool AIS Teachers, 2 licensed ESL teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Review of questions and writing prompts in lesson plans, unit plans, and guided reading plans during observations; periodic collections of lesson plan books
2. Review of questions and writing prompts in ReadyGen lesson plans during observations
3. Select teachers will turn-key information from outside Professional Development opportunities to colleagues during grade conferences, common planning time, and teacher team meetings. Agendas and log sheets will be collected.
4. The administrative team will conduct observations and provide teachers with feedback during the literacy block. They will review teacher feedback and analyze ratings looking for an increase in teachers' HEDI rating and indicate patterns/trends and areas for improvement.
5. Unit plans will be collected and reviewed by the administrative team.
6. Pre and post assessment, analysis of student work

**D. Timeline for implementation and completion including start and end dates**

1. Beginning in September 2014; ongoing until June 2015.
2. Beginning in September 2014; ongoing until June 2015.
3. In-house PL- Beginning in September 2014 and ongoing throughout the year. Administrators will plan and conduct professional learning on questioning/writing prompts. Outside PD will be ongoing throughout the year. Administrators and teachers will attend sessions of Pearson's ReadyGen PD and the network's sessions of ELA, Science, and Social Studies Ambassadors, as well as other literacy based professional learning opportunities.
4. Beginning September 2014; ongoing until June 2015
5. Grade level teacher teams meet weekly and have bi-weekly double common preps. Teams also meet during Monday and Tuesday Professional Learning time.
6. AIS Afterschool-begins January 2015 and runs through April 2015; ESL Afterschool- began in November 2014; ongoing through May, 2015

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common grade prep 1x per week for 9 months; Bi-Weekly double common prep 2x a month for 9 months. Resources include copies of Webb's Depth of Knowledge for each teacher, trade books, complex texts
2. Common grade prep 1x per week for 9 months; Bi-Weekly double common prep 2x a month for 9 months. Resources include Ready Gen TE and text sets
3. Per Diem funding will be used to hire substitutes for outside PD and visitations: (Ready Gen workshops throughout the year; ELA, Science, Social Studies Ambassadors-4 days per year each)
4. Copies of Danielson's Framework for Teaching Rubric
5. Common grade prep 1x per week for 9 months; Bi-Weekly double common prep 2x a month for 9 months
6. AIS Afterschool- 2x per week on Wednesdays and Thursdays from 2:30-3:30 p.m. for 10 weeks (20 sessions) from January-April; ESL Afterschool- 1x a week per group (Grades K & 1, 2 & 3, 4 & 5) for 1 1/2 hours each session for 26 sessions

**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).**

Strategies to increase Parent Involvement aligned to this goal include:

- Classroom teachers hosted Parent Orientation in September outlining curriculum and classroom practices and routines.
- Parents participated in Open School Week (Nov. 17- Nov. 21) where they observed classroom teachers conducting literacy lessons.
- Teachers will inform parents of student's academic progress in reading and writing via the following:
  - Beginning of the year and Mid-year progress reports, report cards, Parent-Teacher conferences, school planners, "Week In Review" goal setting notebooks, and during Tuesday Parent Engagement time.
- We will provide workshop/ information sessions for parents on how they can use questions to deepen understanding and help students with writing responses. Parents will be informed of all school events via school's website, letters backpacked home, Messenger phone blasts, and student planners.
- P.S. 312 Homework Policy-Reading and Writing are given for HW each night and questions/writing prompts are given to practice skills and strategies learned in class. Parents are responsible for ensuring that HW is completed each night.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

NYSTL Funds, Per Diem Funds, Per Session Funds

## Goal and Action Plan #2

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 2015, 68% of all students in grades 3-5 will achieve proficiency levels (Levels 3 & 4) in math as measured by the NYS math exam.

### 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.

In analyzing the data from the 2014 NYS CCLS Math assessment for grades 3-5, our scores have improved from 49.3% to 61.2% which is above city and state standards. However, according to the 2014 School Quality Snapshot and School Quality Guide for P.S. 312, we scored below our peer schools. In addition, our SWD and ICT classes have only a small percentage of 3's and 4's.

#### 2014 School Quality Guide

	Our School	Peer Schools (Weighted 75%)
Math-Percentage of Students at Level 3 or 4	61.2%	68.2%
Math-Average Student Proficiency	3.23	3.60

#### MATH

YEAR	GRADE 3	GRADE 4	GRADE 5	TOTAL % OF 3's AND 4's
<b>2013</b>	50.4%	62%	35.3%	49.3%
<b>2014</b>	58.3%	66%	59.5%	61.2%

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. All teachers will plan and create math lessons that are differentiated. They will plan for a minimum of 3 groups-(At Risk, On-Level, and Enrichment) and differentiate instructional activities using a variety of resources and providing multiple entry points. They will incorporate the use of manipulatives, models, and other supports.
2. Teachers will embed collaborative discussions (1:1, small group, and teacher led) throughout the math block to promote higher level thinking and questioning and extend and deepen students' comprehension.
3. Teachers and administration will participate in professional learning on differentiating in math both in-house and outside through Houghton Mifflin Harcourt Go Math, Pearson, Math Ambassadors and other CFN # 602 workshops. Select teachers will turn-key information to their grades and/or other staff. Teachers/Ambassadors will turn-key PD during Monday's Professional Learning time. They will also participate in inter-visitations with colleagues and other schools to observe best practices in math.
4. Teacher teams will meet across grades and in vertical teams to create coherent curriculum unit plans in math. Classroom teachers will adjust the unit plans and add accommodations and resources that meet the needs of all learners in their class.
5. All teachers in grades 3-5 will receive informal/formal observations to ensure that math instructional practices align with Danielson Framework. Teachers will modify instruction based on the feedback they receive.
6. AIS Afterschool Program in Math

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers, AIS push-in teachers
2. Classroom teachers, AIS push-in teachers
3. Administrators, teachers, Citywide Houghton Mifflin Go Math workshops, Math Ambassadors, CFN # 602 Achievement Coaches, staff, other schools in district;
4. Grade level teacher teams and vertical teacher teams
5. Principal, Assistant Principals, teachers
6. Select teachers, 1 administrator

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Review lesson plans during observations looking for differentiation/multiple entry points.
2. Collaborative discussions will be observed during teacher observations and demonstrated in student writing in math.
3. Lead teachers will turn key information from Math Ambassadors, Go Math and other outside professional development on differentiation. Inter-visitations will also be arranged for teachers who need more support.
4. Unit plans will be collected and reviewed by the administrative team. They will be analyzed for differentiation and accommodations for grouping students.
5. The administrative team will conduct observations and provide feedback on Differentiation using Danielson's Framework rubric. They will analyze teacher ratings on Competency 3c looking for an increase in teacher's HEDI rating.
6. Pre and Post Assessments

**4. Timeline for implementation and completion including start and end dates**

1. Beginning in September 2014; ongoing until June 2015
2. Beginning in September 2014; ongoing until June 2015
3. Beginning in September 2014; ongoing until June 2015
4. Grade level teacher teams meet weekly and have bi-weekly double common preps; teams will meet and/or participate in PD during Monday Professional Learning time.
5. Beginning in September 2014; ongoing until June 2015
6. Beginning in January 2015 for 20 sessions until April 2015

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common grade prep 1x per week for 9 months; Bi-Weekly double common prep 2x a month for 9 months; Tuesday Teacher Time (35 min.); Resources include: GO MATH TE and Implementation Guide, Go Math Online E-Planner, Go Math Grab and Go games and activities, Envisions TE, Differentiated Best of Math Exemplars CD Set, Manipulatives, Graphic organizers, technology.
2. Common grade prep 1x per week for 9 months; Bi-Weekly double common prep 2x a month for 9 months; Tuesday Teacher Time (35 min.); Resources include: GO MATH TE ("Teach and Talk", "Math Talk", guided questions in margin, "Summarize"; and Implementation Guide,)
3. Per Diem funding will be used to hire substitutes for teachers to attend outside professional development and inter-visitations (Math-AP and/or 1 Teacher 4x per year each; Math Ambassador AP + 1 teacher 4x per year each and other Network 602 PD's)
4. Common grade prep 1x per week for 9 months; Bi-Weekly double common prep 2x a month for 9 months; Monday's Professional Learning time
5. Copies of Danielson's Framework for Teaching Rubric; ADVANCE
6. Afterschool Program will take place on Wednesdays and Thursdays from 2:30-3:30p.m. for 10 sessions; Per session funding will be used for 2 hrs. instructional time and 1 hr. prep time

**Strategies to Increase Parent 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).

Strategies to increase Parent Involvement aligned to this goal include:

- Classroom teachers hosted Parent Orientation in September outlining curriculum and classroom practices and routines.
- Parents participated in Open School Week (Nov. 17- Nov. 21) where they observed classroom teachers conducting math lessons
- Teachers will inform parents of student's academic progress in math via the following:
  - Beginning of the year and Mid-year progress reports, report cards, Parent-Teacher conferences, school planners, "Week In Review" goal setting notebooks
- We will provide workshops on Go Math, the NYS Math Assessment, strategies on how they can reinforce and enrich their child's Math skills at home. Parents are informed of all school events via school's website, letters backpacked home, Messenger phone blasts, and student planners.
- Parents were given access to Go Math's online resources to support their children in math at home.
- P.S. 312 Homework Policy-Math is given for HW each night and questions are given to practice skills and strategies learned in class. Parents are responsible for ensuring that HW is completed each night.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
NYSTL Funds, Per Diem funds, Per Session funds							

### Goal and Action Plan #3

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 2015, compounded, daily attendance rates will increase by 1.5% from the previous' year's 94%, as measured by the ATS interface.

#### **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.

According to the ATS data, we have noticed a deficiency in our student attendance. There is a trend for low attendance rates especially during the months of January, February, and June. Research has shown that absences and latenesses can attribute to lack of academic success.

	2011-12		2012-13		2013-14		2014-15	
	Monthly	YTD	Monthly	YTD	Monthly	YTD	Monthly	YTD
SEP	97.5%	97.5%	97.1%	97.1%	97.2%	97.2%	97.2%	97.2%
OCT	96.5%	96.9%	96.0%	96.5%	96.6%	96.9%	95.9%	96.5%
NOV	95.8%	96.5%	94.2%	95.7%	95.2%	96.4%		
DEC	94.5%	96.1%	93.4%	95.2%	93.7%	95.8%		
JAN	95.1%	95.8%	93.5%	94.8%	90.6%	94.6%		
FEB	94.5%	95.6%	93.0%	94.4%	89.0%	93.8%		
MAR	95.1%	95.6%	94.1%	94.4%	94.2%	93.9%		
APR	96.2%	95.6%	96.2%	94.7%	94.3%	93.9%		
MAY	95.1%	95.6%	94.5%	94.6%	95.4%	94.1%		
JUN	91.3%	95.1%	92.6%	94.4%	92.5%	93.9%		

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Hold special events throughout the year especially during the months of January, February, and June (i.e. Spirit Days) to increase attendance.
2. Hold individual meetings with parents of students with a pattern of absences and latenesses.
3. Attendance Contest
4. Special Recognition bulletin board highlighting students with monthly 100% attendance
5. Daily morning announcements-Announce classes with 100% attendance
6. Distribute token rewards to students- ex. monthly 100% pencils or bracelets stating "I had 100% attendance this month."

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. Administration, SLT, Staff, Student Government
2. Administration, Parent Coordinator, Guidance Counselor
3. Attendance Officer, Attendance Secretary, Parent Coordinator
4. Parent Coordinator, Attendance Secretary
5. Administration
6. Attendance Officer, Attendance Secretary

##### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. RRSA-monthly attendance report; working class lists
2. RPCA report; RCSL report; 407 reports
3. RRSA monthly attendance report; RDAL-daily attendance report; RPAL-perfect attendance report
4. RRSA monthly attendance report
5. RDAL-daily attendance report
6. RRSA monthly attendance report

**4. Timeline for implementation and completion including start and end dates**

1. Ongoing from September 2014 through June 2015
2. Ongoing from September 2014 through June 2015
3. Ongoing from September 2014 through June 2015
4. Monthly from September 2014 through June 2015
5. Daily from September 2014 through June 2015
6. Ongoing from September 2014 through June 2015

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Administration, SLT, Staff, and Student Government will collaborate to plan special events and “Spirit Days” to promote increased attendance
2. Administration, the Parent Coordinator, and Guidance Counselor will conduct outreach to parents of students with patterns of absences and excessive absences/latenesses
3. Attendance Officer will award daily Attendance Commendation Cards to classes with 100%; At the end of the year, the class on each grade with the highest attendance average will participate in a Pizza Party celebration.
4. The Parent Coordinator will create a monthly bulletin board listing all the students by class/grade who have 100% attendance for the month.
5. The administration will announce each morning the classes who have had 100% attendance the day before to generate excitement among the staff and students.
6. We will purchase token rewards to give to students each month who have 100% attendance.

***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).

Parent Engagement in this goal includes:

1. Daily Messenger phone messages to the homes of students that are absent
2. Each parent received a Parent Handbook at the beginning of the year outlining the attendance policy
3. Letters/phone calls home to parents of students with patterns of absences/latenesses
4. Individual Parent meetings with parents of students with excessive absences/patterns of absences
5. Include articles on attendance and monthly lists of students with 100% attendance in the monthly P.A. newsletter the Viewpoints
6. Front Bulletin board with attendance eye opener for parents to reference

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #4

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.

### **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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **7. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **8. Key personnel and other resources used to implement each strategy/activity**

1.

#### **9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

#### **10. Timeline for implementation and completion including start and end dates**

1.

#### **11. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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.

### **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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	AIS Pull-Out Program Guided Reading  Interactive Writing AIS-Afterschool Program (2 days a week from 2:30 p.m. – 3:30 p.m.) Offer teachers paid preps to work with students	Small Group with AIS Teacher Small group with classroom or AIS Teacher Small group with teacher Small group -2 classes per grade  Small group or 1:1 Tutoring	During the day During the day  During the day  After school  During prep periods
<b>Mathematics</b>	AIS Push-in Program Remediation/Reteach Group  AIS Afterschool Program (2 days a week from 2:30 p.m. – 3:30 p.m.) Offer teachers paid preps to work with small groups or 1:1	Small group during math with AIS Teacher Small group in class  Small group-2 classes per grade  Small group or 1:1 Tutoring	During the Day During the Day  After school  During prep periods
<b>Science</b>	Remediation Group	Small group in class or Science room	During the day
<b>Social Studies</b>	Remediation Group	Small group in class	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Play Therapy Behavior Modification Counseling Peer Groups	Small group or 1:1 (need based) IEP or need based, small group or 1:1 in Guidance room	During the day During the day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

---

**22K312 Parent Involvement Policy**

**N/A-WE ARE NOT A TITLE I SCHOOL**

**I. Vision Statement**

We see our school as a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students. We challenge children of all abilities to achieve excellence in a wide range of academic, cultural, and social activities. We strive to think critically and creatively to connect to real world and authentic problems. Our students will be empowered to reach their fullest potential, as well as become respectful and responsible life long learners.

**II. Mission Statement**

P.S. 312 is committed to providing a safe, supportive, and engaging learning environment that promotes high expectations, excellence in learning, and social and emotional growth for all learners. We will offer a rigorous curriculum aligned to the common core learning standards and research based instruction by highly qualified professionals to meet the needs of our diverse learning community. We will work collaboratively with parents and the community to provide our students with college and career readiness skills that will prepare them to become lifelong learners and productive citizens of the global community.

**III. School Responsibilities****P.S. 312 will provide high quality curriculum and instruction consistent with the Common Core Learning****Standards to enable our students to meet the State's Standards and Assessments by:**

- implementing a rigorous curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas by highly qualified teachers;
- maintaining high expectations for all students;
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

**P.S. 312 will support home-school relationships and foster communication by:**

- Conducting parent-teacher conferences three times a year (Fall, Early Spring, & Late Spring) during which the individual child's progress will be discussed as well as hosting Meet the Staff(Family) night in September.
- Arranging additional meetings at other flexible times, (e.g., before school, after school or during prep periods)
- Informing parents of students' academic progress throughout the year through:
  - Daily planners
  - Periodic progress reports (October, January, & May)
  - Report Cards (November & March)
  - Week in Review Notebooks
  - Phone conferences
- Providing parents with timely information regarding benchmark results, performance assessment results, and other individual student assessment results
- Providing limited English proficient families with translated documents informing them of school parent programs, meetings, and other events and activities.
- Providing interpretation services to limited English proficient parents to ensure participation in the student's education.
- Providing information related to school and parent programs via the school's website, school wide letters sent home, monthly calendar, PA monthly newsletter- "Viewpoints
- Inviting parents to volunteer for selected activities and program assistance
- Ensuring that the Discipline Code and School-Parent Compact are distributed and discussed with parents each year

**IV. P.S. 312 Parent/Guardian Responsibilities:**

- Parents will encourage their child to follow school rules and regulations and discuss the discipline code and Parent Compact with them
- Parents will attend to their children's needs with regard to providing for: adequate dress, meals, health and bedtime schedule, monitoring television watching & computer activities.
- Parents will communicate with their child's teacher about their educational and emotional needs and stay informed by checking their folder and planner each night for important notices.

- 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 at least two Parent/Teacher Conferences a year to discuss the academic progress of their children.
- Parents will assist their children with homework assignments on a regular basis to ensure completeness and accuracy. They will read to, or listen to their child read for a period of 30 minutes each night.
- Parent will respond promptly to surveys, feedback forms and notices when requested.
- Parents will share responsibility for the improved academic achievement of their child.
- The Parent's Association will arrange meetings at flexible times to maximize attendance. ( 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, and Enrichment Family nights.
- Parents Association and Parent Coordinator will organize parent volunteers when needs arise: Safety patrol during arrival at all entrances & hallways, after school events, book fair, 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.

**V. P.S. 312 Students will:**

- Attend school regularly and arrive on time;
- Complete their homework and submit all assignments on time;
- Follow the school rules and be responsible for their actions;
- Show respect for themselves, other people, and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try their best to learn.

7. .



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Bergen Beach	DBN: K22312
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: 33
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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:

The Title III program at PS312 will be implemented as a supplemental instructional After School Enrichment program that will promote academic and linguistic improvement for grades K-5 ELLs, newcomer ELLs, long term ELLs and former ELLs. There will be two fully certified ESL teachers who will run the program. The program will consist of three groups; grades K-1, grades 2-3 and grades 4-5. Each group will receive one and a half hours of instruction from 2:25-3:55. Ms. Burns will take the 4-5 group for 26 sessions and Ms. Karas will take the K-1 group for 26 sessions. In addition, Ms. Karas will take the 2-3 group on Thursdays for 24 sessions. The program will begin November and run through May. (November 5, 6, 12, 13, 19, 20, December 3, 4, 10, 11, 17, 18 January 7, 8, 14, 15, 21, 22, 28, 29 February 4, 5, 11, 12, 25, 26 March 4, 5, 11, 12, 18, 19, 25, 26, April 1, 2, 15, 16, 22, 23, 29, 30 May 6, 7, 13, 14, 20, 21, 27, 28).

There will be a supervisor hired with Title III funds for half an hour, for 20 sessions over three months, when there are no other programs running in the building at those times.

The main curriculum areas will be reading and writing skills with enrichment in the arts. According to the data from NYSESLAT 2014 those two modalities are the most challenging areas for our ELL students. In addition, listening and speaking, and discussion skills will also be targeted. There will be enrichment through use of multi-media resources: Internet, video, music, art, Reader's Theater and balanced literacy at no cost to Title III. The Reader's Theater will strengthen students' reading fluency and prosody. Comprehension will be deepened by class discussions around the Reader's Theater themes, as well as writing journal entries in response to the events and characters in the play.

Differentiated instruction will be utilized to address each student's needs. The school will provide grade appropriate materials that are fully aligned with all City and State Standards. Each class will not have more than 12 students to ensure that the children are given as much individual attention as needed. There will be ample utilization of leveled reading materials at no cost to Title III.

Four ipads, with cases and head sets, will be purchased and apps for English language scaffolding; phonics skills, vocabulary, sight words, listening skills, grammar, translation, and idioms will offer differentiated instruction. Ipads apps are interactive and offer listening and reading practice as well as visuals that are well suited for language acquisition. The ipads will only be used during the after-school program.

### 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

### Part C: Professional Development

Begin description here: Our ESL teacher, Ms. Karas, will attend four full day Professional Development workshops offered by the Office of English Language Learners, at no cost to the Title III Program, on current best ESL practices, language scaffolding, and new research findings; (such as RTI, STEM, Brain Research). Ms. Karas is our ESL specialist and is fully certified in ESL. She will then turn-key these workshops to non-ESL/BL teachers in the building on December 22nd, February 2<sup>nd</sup>, March 16th, and May 4th after school during school wide professional development time. The rationale for turn-keying professional development in this way is to reach the largest number of classroom teachers in our building who are teaching ELLs in their mainstream/CTT classrooms. Non-ESL/BL teachers will gain an understanding of language development and second language acquisition. This approach will demystify the 'silent period' of newcomers and give teachers a better understanding of the ways children learn best and the stages of language learning they pass through. The workshops will also assist teachers in learning new strategies to differentiate their instruction to make content accessible for our ELLs. Copies of handouts received from the workshops she attends will be distributed to classroom teachers of ELL's.

Our ESL teacher is involved in our professional book club each week. As such, she will facilitate the group monthly regarding strategies for language scaffolding, assessing and reaching ELLs. Sessions will be thirty minutes each.

In addition, non-ESL/BL teachers will also have opportunities to attend workshops offered by the Office of English Language Learners as well as intervisitations to other schools and other schools programs to observe other classroom teachers working with ELLs and share best practices.

### 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: Parents of ELLs are considered to be an integral component of students' academic success here at PS 312. Our Parent Coordinator Carol Pino and ESL teacher Chris Karas work together to anticipate the need for translation services at all school events; over the phone translation as well as in person translators. Parents of ELLs are notified of all school events, programs and meetings with letters back-packed home with their children. Parents will be involved in creating costumes and props for their children. Families will be invited into each of the three groups to watch performances of the Reader's Theater plays at the end of the program.

A special Pet Show, hosted by Petland, event for our ELLs, and former ELLs and their families, will be held for one hour during the after school program. ELLs will read a variety of non-fiction texts and articles, watch videos, researched and discussed, and written about animals. Key ideas from the Science curriculum will be embedded into our animal studies; living things are both similar and different from each other and from non-living things, plants and animals depend on each other and their physical environment, animals adapt to their environment and have different life cycles. ELLs will each prepare a

**Part D: Parental Engagement Activities**

list of written questions to ask about the animals in preparation for the show. During the show they will get the opportunity to ask their questions and also practice their listening skills to report back what they learned. Petland will bring various small animals to the school for an interactive, hands on educational show. ELLs and their families will learn about the history of the many diverse species presented as well as the proper care associated with these pets, and what is necessary to ensure their quality of life. The goal of the program is to use the bond between child, pet and family to expand on the Science curriculum.

This program will be tailored to the grade and language level of the students.

This special event creates excitement amongst the students and motivates them and their families to learn and to participate in our school community. It also gives our staff additional opportunities to meet parents and create positive relationships with them. The goal is to involve parents in their children's learning which will in turn impact their academic achievement.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____

**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.
Travel	<u>0</u>	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>312</b>
School Name <b>The Bergen Beach School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Diane Denning</b>	Assistant Principal <b>Lori Falzone</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Chris Karas</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Debra Quigley</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carol Pino</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>879</b>	Total number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>3.30%</b>
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# Part II: 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In						1								1
Pull-out	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	2	0	0	0	0	0	0	0	7

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	3	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE		0			0			0		0
Dual Language		0			0			0		0
ESL	24	0		4	0			0		28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	24	0	0	4	0	0	0	0	0	28
Number of ELLs who have an alternate placement paraprofessional: _____										

**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
Chinese														0
Russian														0
Spanish														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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		1	3			3								7
Chinese				1	1									2
Russian	3	4	4			1								12
Bengali														0
Urdu					1									1
Arabic														0
Haitian	1					2								3
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other			1		1									2
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>28</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	2					1								3
Intermediate(I)	1	1	1			4								7
Advanced (A)	3	4	7	1	3	1								19
Total	<b>6</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>29</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	0		!Und
4	3	2			
5	1	1			
6					
7					
8					
NYSAA Bilingual (SWD)					

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1				1				
4	5								
5	2		1		1				
6									
7									
8									
NYSAA Bilingual (SWD)									

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		1				
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
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. This data informs our schools instructional plan by revealing the trends in progress in reading levels being made by our ELL students at all grade levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns on NYSESLAT across proficiency levels reveal that 34% achieved proficiency on the Listening, 41% on the Speaking, 62% on the Reading and 66% on the Writing. LAB-R data reveals 3 beginning level ELLs, and 5 Advanced level ELL's. This data reveals that most new students come with some knowledge of the English language. ELL's at the beginning level receive 360 minutes per week, while advance ELL's receive 180 minutes per week.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Instructional decisions hence have been made to continue 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 orally and in writing. Socratic seminars are conducted weekly to enhance Listening and Speaking skills. Accountable talk and turn and talk are practiced daily in classroom discussions about texts.

Test preparation skills are embedded throughout the curriculum. NYSESLAT modality analysis is not available at this time.

4. For each program, answer the following:

- 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?

a. The data patterns on NYSESLAT across proficiency levels reveal that 34% achieved proficiency on the Listening, 41% on the Speaking, 62% on the Reading and 66% on the Writing. All our ELLs were tested in English.

b. Our school does not use ELL periodic assessments at this time.

c. Our school does not use periodic assessments at this time. Native language glossaries are given to students at the beginning of the year. The glossaries and translated editions of Math, ELA and Science state exams are used if available and if they are not available in their native language we hire translators to translate their exams. In addition, bilingual dictionaries and google translate are used in the classroom. Students with the same home language are paired during speaking activities and encouraged to use their HL whenever they wish to facilitate comprehension. ELL's are given the Homework Help telephone number so that they may access native language speakers if they have any questions.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))

Our school uses data to guide instruction of ELLs within the RTI framework for K-5 by assuring universal screening of all students to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Strong core instruction is delivered to all students in the general education classroom by qualified instructors. Intensive targeted intervention is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. Progress monitoring informs how at risk students are responding to instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

A child's second language development is considered in instructional decisions at all levels and is fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing are both taught as specific curricula, and integrated into each content area. Results from the Spanish LAB-R and background information gleaned from parent interviews on home language literacy ability and educational background are considered in instructional decisions. Background knowledge is supplemented by the ESL teacher before new units are started.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL program using the standardized test results in grades 3, 4 and 5 on the NYSESLAT, ELA, Math,

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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, Lori Falzone (Assistant Principal) and translators; Pierre Jean (Haitian Creole), and Tammy Mazrachi (Hebrew). 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.

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.  
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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. Letters are backpacked home. Copies of all letters sent home are kept on file by the ESL teacher. The ESL teacher keeps a record of all parent surveys and program selection forms and follow up phone calls are made to any parents who do not either complete the forms at parent orientation or return forms sent home, until all entitled students have returned their program selection forms. Parent responses are entered into ATS.

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.  
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. Letters are backpacked home. Copies of all letters sent home are kept on file by the ESL teacher. Our parent coordinator arranges for translation services if needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered in four sections. First the Speaking section is administered by the ESL teacher one on one, together with another pedagogue who sits in the room observing and listening in order to score each student's responses. The Listening, Reading and Writing sections are administered on separate days and make-ups are conducted within the testing window until all ELLs have been tested on all four sections. The RLER report in ATS is used to determine which students are eligible to take the

NYSESLAT each spring.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Over the past four years, the trend has been for approximately 100% of parents to select a Free standing ESL pull-out/push-in program. Our program is aligned with current parental choice. In the event that fifteen students of the same native language across two grades should choose to have a bilingual or dual language program one will be created.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Our organizational model is a pull-out model for ESL. 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 Continental Press' Step By Step Language Skills and Vocabulary Links. In addition, the print rich ELL classroom is equipped with highly motivated multi-leveled and cross cultural books in our miniature library and access to Brainpop ESL online which can be viewed on the classroom Smart Board. Instruction is differentiated to address each child's individual needs and level of proficiency. Students are placed in heterogeneous groups. 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 is evaluated through questioning. After reading, newly acquired knowledge is synthesized through additional discussion and in writing activities.

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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

At P.S. 312, we have a free standing ESL pull-out 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.

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 Vocabulary Links and Step By Step from Continental Press . 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 is evaluated through questioning. After reading, newly acquired knowledge is synthesized through additional discussion and in writing activities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Speaking, reading, listening and writing skills are embedded daily into ESL instruction. ELLs are evaluateded informally and formally on an on-going basis by the ESL teacher as well as by their classroom teachers. Socratic seminars are conducted weekly in the mainstream classroom to enhance speaking skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a. Currently we do not have SIFE students. In the event that we do our RTI team will intervene to support gaps in content area knowledge and literacy skills.

b. Our newcomers are given 360 minutes per week of ESL services. Instruction is targeted to jump start second language development.

c. Our ELLs with 4-6 years of service are serviced according to their proficiency levels; Beginners and Intermediates are serviced 360 minutes and Advanced 180 minutes. Students second language skills are targeted.

d. Currently we do not have any long term ELLs. In the event that we do our RTI team will intervene to enhance second language skills.

e. ELLs who have reached proficiency 1 and 2 years after testing will be offered transitional support when necessary by the ESL teacher.

They will also get time and a half on all state tests.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Services are provided as indicated on Individualized Education Plans (Collaborative Team Teaching related services). Through flexible programming, they are mainstreamed for non academic subjects.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

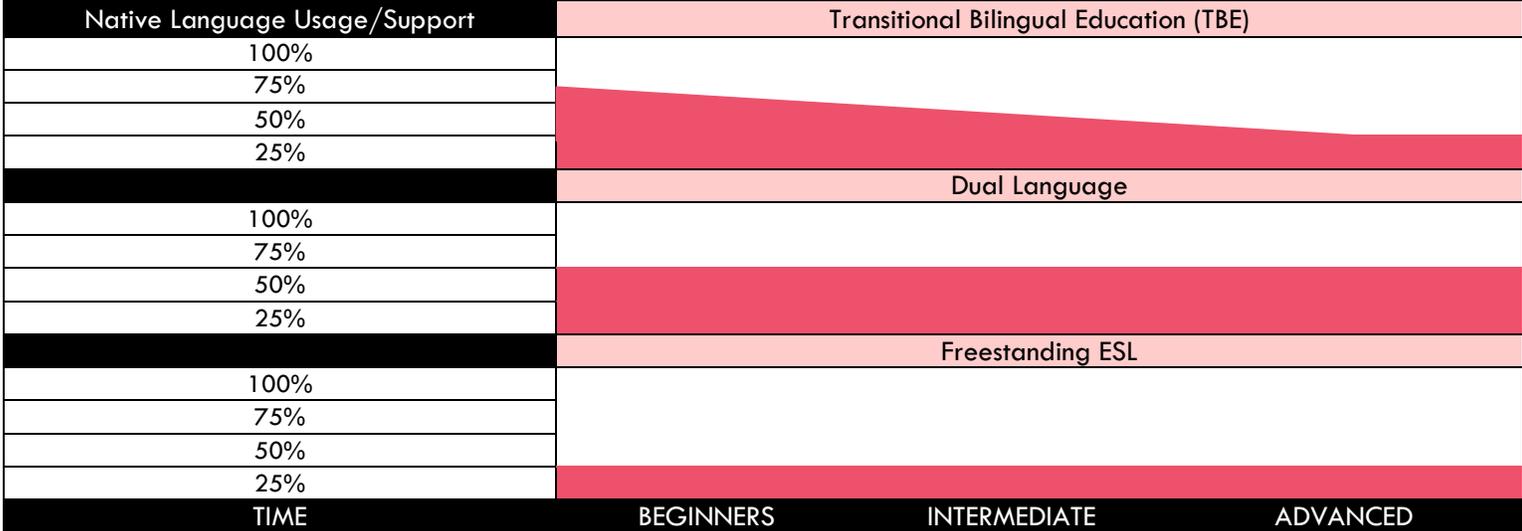
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- 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.
- Targeted Instruction (small group targeted instruction based upon individual assessed needs)-ESL teacher will become familiar with the Science standards and will be provided with Staff Development to understand the Scope and Sequence of each grade curriculum. The ESL teacher will embed Science vocabulary into her daily ESL lessons. Mathematics instruction will include access to Go Math resources including the ELL Guide with vocabulary and other activities for ELL students.
- 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 two academic school years 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) are targeted.
- Extended day with additional ESL instruction by a certified ESL teacher.
- Continuing transitional support ( 2 years) for ELLs reaching proficiency on the NYSESLAT is offered in our AIS reading and math after school program.
- Our Title III After School ELL Enrichment Program will target our fifth grade ELLs and former ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current Freestanding ESL program in meeting the needs of ELLs in both content and language development is seen by the growth in scores by our ELLs on the NYSESLAT, ELA and Math. Our pull-out/push-in model facilitates close collaboration between the ESL teacher and content area teachers. ESL teaching strategies, native language supports and small groups amplify classroom instruction. Academic vocabulary, figurative language, grammar and language structures are targeted explicitly. Use of visuals, technology and realia are incorporated into lessons. Prior knowledge is accessed and enhanced through preteaching of background information.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs include Ready Gen and Go Math and Explorations in Non-fiction Writing K-2 by Heinemann.
12. What programs/services for ELLs will be discontinued and why?
- No programs are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. We will be offering chorus and band after school so as not to interfere with programming. Also they will be offered AIS after school, ELA and Math test preparation as well as the Title III After School ELL Enrichment Program. Notices are backpacked home (in multiple languages) to inform parents of programs offered at our school. ELLs are strongly encouraged verbally by their teachers to attend as much of this programming as possible. Our parent coordinator facilitates informing parents of ELLs of such programs during Parent Teacher Conferences. Sign up for these programs is at the moment ongoing however ELLs at our school have had a high rate of participation in the past and we anticipate the trend will continue this year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Computers, Leapfrog pads and Smartboards are used. Brainpop ESL and Brainpop Jr. ESL are used for content areas such as ELA, Science and Social Studies, with closed captions to support reading and listening skills. Students can correlate academic vocabulary, listening skills and reading skills by watching the video lessons and participating in the interactive activities that accompany each lesson. Readingtoz.com interactive books are used and bilingual versions of those texts are printed out and given to students to use side by side with the English version when available.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Glossaries and bi-lingual dictionaries and mini-libraries are used in the classroom. When appropriate, students are grouped with other students who share the same home language. Multi-cultural texts are an integral component in the ESL curriculum.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ESL services are delivered in grade level classes. Texts are leveled to meet the needs of students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

**Mandated Parent Orientation sessions are offered on each grade level as new students are admitted and have been screened as ESL eligible. Our parent coordinator is present to assist with translation services when needed and to distribute translated materials. All new students are offered a tour of the building by student ambassadors and/or the ESL teacher or parent coordinator.**

18. What language electives are offered to ELLs?

**Presently we do not offer any language electives.**

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:**

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 sessions:

- 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 attends.

ESL Professional Development to date attended/planned for the ESL teacher:

September 26 and :12/17, 1/23, and 3/18 : Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success given by the NYCDOE Cohort I – 9/26, 12/17, 1/23, and 3/18

November 5: Creating Connections – Building Bridges Instruction Shifts for ELL Academic Success given by the NYCDOE

NYC Collaborates: School Study Tour – Educating English Language Learners attendance will be on two of the following dates depending when a spot is available-Events: November 13, 14, 18, 19, and 21, 2013

I Learn America: a documentary Event: November 17 as part of DOC NYC film festival

Professional Development Attended by all School Staff ( in house)

September 3 City-Wide Expectations presented by Ms. Denning, Navigating the ReadyGen Program presented by Ms. Donofrio, Check for Understanding/Gathering data, Use of Questions to Check for Comprehension, Responding to Data. presented by Ms. Denning.

September 4 Overview of Go Math-Introduction, Review of Resources, Lesson Planning Ms. Falzone presenting Advance Workshops (Danielson's rubric) Ms. Denning presenting, Differentiated Assessment-Ms. Falzone presenting, Setting Teacher Goals-Ms. Denning presenting.

Nov 5. Differentiated PD: based on teacher Feedbacks) grades 1-5Assessment-presented by Ms. Donofrio, Engaging Students in Learning (Differentiation) presented by Mrs. Falzone; Questioning Techniques presented by Mrs. Denning; Enhancing Comprehension Using Familiar Objects-presented by Ms. Pagnotta; The Road to the Common Core-presented by Mr. Barberi; The Right to Know:Bloodborne Pathogens-presented by Mrs. Quigley

Other: Ongoing-Monthly Unit Planning-ELA and Math vertical teams meet every 3<sup>rd</sup> Thursday of each month with APs to plan curriculum and lessons.

Further PDs will be differentiated by need and planned using student data, teacher preference, and teacher feedbacks.

Mrs. Denning, Mrs. D'Onofrio and Mrs. Falzone and other staff regularly attend meetings and Professional Development opportunities through District 22, CFN # 602 and other outside organizations. Professional Development attended this year includes: Summer and Ongoing ReadyGen and Go Math workshops, ELA Ambassadors, Math Ambassadors, Science and Social Studies Ambassadors, RTI, UDL, and Special Ed.

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 their needs. 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. Fifth grade teachers arrange Buddy days for students to visit middle schools in the area and get a sense of what each of our

neighboring schools is like. Our parent coordinator sends home notices for Open Houses being held at middle schools. Fifth grade teachers advise students and write recommendations for middle school admissions and send folders to new teachers with the students fifth grade work and assessment results.

4. 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.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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 meetings, 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/Son 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. Bilingual paraprofessionals assist in translation services and when they are not available, over the phone translation services are offered to limited-English speaking parents.
  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, Greek and Hebrew 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.
  4. An ELL parent is an active member in our School Leadership Team. He or she 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. A parent-child open access library program is being offered as part of our Title III After School program for two hours per week. Parents and their children will have access to our bilingual mini-library as well as computers with translation programs.

#### **E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** Bergen Beach

**School DBN:** 22312

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Denning	Principal		9/30/13
Lori Falzone	Assistant Principal		9/30/13
Carol Pino	Parent Coordinator		9/30/13
Chris Karas	ESL Teacher		9/30/13
	Parent		1/1/01
Debra Quigley	Teacher/Subject Area		9/30/13
	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 2013-2014 TO 2014-2015

*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**

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

Upon registration parents are asked verbally by the pupil personnel secretary if they require translation and interpretation services. In addition parents are asked in writing on the HLS and interviewed by a pedagogue. That data is entered on each child's emergency contact card within the first 30 days of a student's enrollment. During ESL Parent Orientation parents are again asked if they would like translation services. A list of the parents who request translation services is kept year to year and added to by our Parent Coordinator. A memo goes out school wide to teachers to survey them about parents who might be having difficulty understanding English and translation and interpretation services are then offered to assist those parents on an ongoing basis and during Parent Teacher conferences. A multi-lingual sign is placed at our entrance above the security desk informing parents that translation services are available. This year we have hired a paid Spanish translator to be on hand for Parent Teacher conferences as well as for IEP meetings. On the notice inviting parents to Parent Teacher conferences there is a line which states that these services are available upon request. Surveyed teachers and parents were found to need help in supporting their children with homework. The Homework Hotline number on a sticker is given to students to put in their planners. Google translate is used by teachers for notes home and translating various documents that are distributed throughout the year. In the Parent Handbook distributed at registration translation and interpretation services are offered. Translators are also available upon request during our Parent Association meetings.

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 is able to provide feedback to our administration and staff when written and oral translations are needed. It has been found that the majority of parents at our school prefer to rely on a friend/companion to accompany them to translate when they attend school functions. A timeline of one week is adhered to when translation and interpretation services are requested. 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. Report cards are ordered in multiple languages and are available to our teachers.

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

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

- 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.
- Children are encouraged to use the Dial-A-Teacher service for homework help.
- Letters to parents are translated using the online service Google translation.
- In addition, P.S. 312 will actively seek out and pay any pedagogue 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.
- Over the phone interpretation services are used during parent-teacher conferences when on site translators are unavailable.
- 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.