



PUBLIC SCHOOL 245

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 22K245
ADDRESS: 249 EAST 17TH STREET
BROOKLYN, NY 11226
TELEPHONE: 718 284-2330
FAX: 718 284-2333

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 245 **SCHOOL NAME:** Public School 245

DISTRICT: 22 **SSO NAME/NETWORK #:** Empowerment #21

SCHOOL ADDRESS: 249 East 17th Street, Brooklyn, New York 11226

SCHOOL TELEPHONE: 718 284-2330 **FAX:** 718 284-2333

SCHOOL CONTACT PERSON: Ama Willock **EMAIL ADDRESS:** awilloc@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Valerie Shoenfeld

PRINCIPAL Patricia A. Kannengieser

UFT CHAPTER LEADER Valerie Shoenfeld

**PARENTS' ASSOCIATION
PRESIDENT** Sandra Armstrong

**STUDENT REPRESENTATIVE
(Required for high schools)** _____

DISTRICT: 22 **SSO NAME:** CFN #531

SSO NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Patricia A. Kannengieser	*Principal or Designee	
Valerie Shoenfeld	*UFT Chapter Chairperson or Designee	
Sandra Armstrong	*PA/PTA President or Designated Co-President	
Joanne Jeffrey	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nilsa Grandel	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	
Earl Terrill	Member/Teacher	
Lauren Donner	Member/Teacher	
Michelle White	Member/Parent	
Rose Dumay	Member/Parent	
Simone Lewis	Member/Parent	
Agusto Mejia	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

PS 245 is a small, innovative Pre-K through grade 5 elementary school located in the heart of Flatbush. The school was established 16 years ago by parents who worked diligently with a community-based organization to create a local neighborhood school for their children. Today the school has a total of 233 students in grades Pre-K through 5, and it serves both general education and special needs children. The school is a newly identified Title 1 school with over 87% of the students receiving free breakfast and lunch.

PS 245 families hail primarily from the Caribbean and other Latin countries, and they place a high value on education. Together they work hard alongside the staff to create an exceptional learning environment and to meet the academic and social needs of all of our children. The school's mission is to educate children to become responsible citizens in a diverse world. Toward this end it incorporates character education, and involvement in the arts, into a strong curriculum of reading, math, social studies, and science.

The school's small size dictates a small staff-- 16 teachers, 1 secretary, 3 school aides, a parent coordinator and a principal. Hence, two out-of classroom teachers wear many hats and serve in many capacities. Students and staff are very close and there is a connectedness that is hard to find in any other school. PS 245 operates like a family, with a strong sense of purpose and camaraderie.

The school uses its limited resources wisely, and is creative and 'smart' in scheduling and spending. A common planning block and sustained professional development allow teachers to collaborate and share information on and across grades. Two out-of classroom teachers provide AIS to children in Grades K-5, identified as high risk and 3 F-Status teachers serve in ESL, physical education and math positions. The Parent Coordinator maintains open lines of communication between home and school.

An active Parent Association provides significant support for day-to-day operations in the school and attracts parent volunteers who assist in the office and lunchroom on a regular basis. Special events—movies, dances, etc., offer parents, staff and children opportunities to come together in a social context. Additionally, PA fundraising efforts have helped with so many of the "little extras" that make school fun—pizza parties, prom night, bus trips, etc.

The school has affiliations with a number of outside organizations, which sustain and support its performance and growth.

- A *Principal for a Day* (PENCIL) relationship with Ann Amstutz Hayes of Scholastic Inc. provides support on many levels—funding for literacy materials, professional development for teachers, workshops for parents and leadership for the principal, while a variety of arts' organizations—*Lincoln Center's* 'Opera is Elementary', *National Chorale*, *Ballroom Dancing*, and *Midori and Friends*, provide extensive opportunities for children in all grades to participate in art, dance, music and theater presentations.
- A recently renewed CASA grant will fund an after school arts' initiative, increasing significantly the number of students who will participate in supplementary arts' activities—dance, puppetry, and quilt-making on grades 1, 2 and 3 respectively.
- *Prospect Park* and *The Environmental Center* (District 22) allow children in grades 3, 4, and 5 to visit nature preserves and obtain first hand knowledge of the natural world around them, thereby strengthening the science concepts introduced in the classroom.
- *Farms for City Kids* in Vermont provides children in 4th/5th grade with a unique opportunity to experience 'life on a farm' during a week-long summer visit.
- A Project Connect grant will provide wireless access to all classrooms and instructional spaces.
- A \$100,00 Reso-A grant will provide SMART boards for 5 additional classrooms and upgrade our computer lab, while at the same time replacing a number of defective classroom printers.

SECTION III – Cont'd

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					

DEMOGRAPHICS							
# in Dual Lang. Programs							
# receiving ESL services only					Number of Staff: <i>Includes all full-time staff</i>		
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:		ELA:
	Math:		Math:
	Science:		Grad. Rate:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Performance Trends 2010-2011 Progress Report

Student Performance in English Language Arts shows:

Percentage of Students at Proficiency (Level 3 or 4): 50% of our students performed at proficiency levels of 3 or 4, which is 46.5% of the way from the lowest to the highest (87%) score relative to our Peer Horizon, and 38.6% of the way relative to the City Horizon.

Median Student Proficiency (1.00 – 4.50): 3.00 is our median student proficiency for this assessment, which is 55.8% of the way from the lowest to the highest (3.46) score relative to our Peer Horizon and 45.9% of the way relative to the City Horizon.

With two classes on grades 3, and one class each on grades 4 and 5, it is easy to see where the greatest gains in performance occurred. General education and part-time special education students on grade 3 outperformed similar students on grades 4 and 5 by a large margin. 4th Grade had the lowest performance for such students with only 41% performing at levels 3 and 4; 5th Grade finished in the middle with 50% at these levels.

The change from 63.5% of our students performing at proficiency levels 3 and 4 in 2008-2009 to 50% performing at these levels in 2008-2009 represents a decrease of almost 13.5%. This dramatic drop was attributed to the change in cut scores by NYSED.

At the same time **Student Progress for English Arts** indicates the following:

The Median Growth Percentile for our Students is 78.5%. This represents 88.9% of the way from the lowest to the highest (81.8%) Median Growth Percentile score relative to our Peer Horizon and 80.7% of the way relative to the City Horizon.

The Median Growth Percentile for School's Lowest Third is 82.0%. This represents 78% of the way from the lowest to the highest (89.2%) Median Growth Percentile score relative to our Peer Horizon and 74.1% of the way relative to the City Horizon

The school received received 1.5 extra credit for closing the achievement gap in ELA for students in the Lowest Third Citywide.

The change from 57.6% of our students making progress in 2008-2009 to 78.5% making progress in 2009-2010, using the median growth percentile model, represents an increase of over 20.9%.

While the 13.5 % drop in performance is of real concern to us, **the 20.9% increase in progress based on the Median Growth Percentile, accurately reflects the strong literacy efforts that are being made in classrooms throughout the school.** The professional development and leadership provided by our AUSSIE literacy consultant are an important part of these efforts. Additionally, bi-weekly collaborative grade level planning blocks (built into the school day) continue to allow classroom teachers to meet and plan together, and to look at school data and discuss its implications for literacy instruction. Finally, the 'zero block' from 9:15 a.m. to 9:55 a.m., allows all available staff to push into classrooms to support Guided Reading, and reading instruction in general. Moving forward the school remains committed to continued growth and improvement in the area of English Language Arts.

The analysis of data from the NYS ELA, school practice tests, and Interim Assessments continues to show vocabulary acquisition, comprehension, and writing (including grammar & sentence structure)

as critical areas in need of improvement. Moving forward, the Inquiry Team focus for 2010-2011 on the lower grades will be in these areas.

The New York State Report Card indicates the school has met and exceeded it's **AYP** in Literacy for all subgroups, and the school is a **School in Good Standing** on this report.

Student Performance in Mathematics shows:

Percentage of Students at Proficiency (Level 3 or 4): 49.3% of our students performed at proficiency levels of 3 or 4, which is 19.7% of the way from the lowest to the highest (100%) score relative to our Peer Horizon, and 4.7% of the way relative to the City Horizon.

Median Student Proficiency (1.00 – 4.50): 2.97 is our median student proficiency for this assessment, which is 26.7% of the way from the lowest to the highest (3.96) score relative to our Peer Horizon and 22.2% of the way relative to the City Horizon.

The change from 92.1% of our students performing at proficiency levels 3 and 4 in 2008-2009 to 49.3% performing at these levels in 2009-2010 represents a decrease of almost 42.7%. This dramatic drop from previous years was attributed to both the change in cut scores by NYSED and the inability of our students to solve multi-step problems.

At the same time **Student Progress for Mathematics** indicates the following:

The Median Growth Percentile for our Students is 68%. This represents 54.5% of the way from the lowest to the highest (89.4%) Median Growth Percentile score relative to our Peer Horizon and 52.2% of the way relative to the City Horizon.

The Median Growth Percentile for the lowest one third of our children is 65.5%. This represents 45.9% of the way from the lowest to the highest (91.3%) Median Growth Percentile (for the lowest one third of students) score relative to our Peer Horizon and 42.7% of the way relative to the City Horizon

The change from 78.6% of our students making progress in 2009-2010 to 68% making progress in 2010-2011, using the Median Growth Percentile model, represents a decrease of over 10.6%.

Both the 42.7 % drop in performance and the 10.6% drop in progress are of real concern to us. Though we can attribute some of the decreases in performance and progress to changes in cut scores, we cannot dismiss how steep is the performance drop from the prior year. Clearly mathematics improvement, coupled with a focus on problem solving strategies must be part of the school's goals/plans for this year. It is our belief that the school's focus on literacy has had an impact on the amount of time and effort teachers are able to put into their mathematics instruction. Professional development by our AUSSIE consultant has also been in the area of literacy. Finally, some of our new teachers have a stronger grasp of literacy concepts than math concepts.

The New York State Report Card indicates the school has met and exceeded it's **AYP** in Mathematics for all subgroups, and the school is a **School in Good Standing** on this report.

Greatest Accomplishments

PS 245 has made significant progress in addressing the issues identified for improvement in the Quality Review of 2007-2008. The school continues to demonstrate good teamwork and collaboration as it revises and revisits its curriculum maps in reading, and writing. Teachers are more proficient at setting goals and analyzing data to determine concepts/skills that show the greatest need for improvement. A wide range of professional development opportunities continues to be available to support staff and to enable them to improve their instruction. Additionally, a variety of enrichment activities in the form of clubs, dance, chorus, and the arts is being offered to an ever expanding number of children. Finally, there is also a strong environment of trust and respect, which supports students' personal and academic success.

Some of our greatest accomplishments over the last four years include, but are not limited to:

1. The continuation of bi-weekly grade level planning sessions for teachers on and across grade levels. Teachers use this time to:
 - adjust curriculum maps to incorporate Common Core State Standards,
 - analyze mathematics unit tests to determine which students need additional help and which teaching strategies were most effective,
 - plan and design centers to support differentiated instruction,
 - collect, review, and organize literacy and mathematics' data to determining implications for improved instruction,
 - review and discuss student work,
 - meet with the AUSSIE consultant to discuss next steps for students in reading and writing, and
 - collaborate/reflect on effective teaching techniques and plan assessments in reading and writing together.
2. Running records in reading conducted 3-4 times a year to track reading progress toward **Fountas and Pinnell** benchmark goals. Analysis of these assessments determine next steps for children Above-At-Below benchmarks.
3. Baseline, Mid-Line, and End Line writing assessments, **marked against AUSSIE rubrics (NEW)**, which provide teachers with a better understanding of the writing needs of their children. Analysis of these assessments allow teachers to develop next steps for children Above-At-Below the benchmarks.
4. A common instructional block for Guided Reading each day, when available staff push-in to classrooms to provide direct instruction for two to four groups each day.
5. Sharing reading, writing, and mathematics intermediate goals with parents via the school's progress reports (sent home 3xs a year), report cards, and Parent/Teacher conferences.
6. Continued efforts to differentiate instruction during Reading, Writing, and Mathematics teaching through the use of centers, projects, and other group activities. The instruction is driven by the available data on each child in these subject areas. Data includes, but is not limited to running records, interim assessments, school practice tests, baseline writing assignments, as well as through analysis of Everyday Math Unit tests.
7. The AIS program where initial formative assessments in ELA/Math identify students in grades K-5 who are 'at risk' and in need of academic intervention. Two out-of classroom teachers provide services to these children, using a variety of programs, including the research-based (RTI) Foundations' program in grades K-2.
8. **The continued revision/refinement of curriculum maps in reading and writing on grades K-5, under the guidance of an AUSSIE consultant, to provide teachers the opportunity to align instruction with the new Common Core State Standards.**
9. The extracurricular and arts' opportunities that are available to children in grades 1 – 5, both during the school day and after school.

- **These activities include chorus, ballroom dancing, modern dance, Afrikan dance, puppetry, quilt-making, drama, gymnastics, arts and crafts, embroidery, and board games.**
 - **A certified visual arts teacher provides art instruction to all lower grade classrooms 2 - 3 times a week and to all upper grade classrooms 2 times a week.**
 - **Midori and NYC Opera provide workshops and theater performances to enhance/support the already full extracurricular/arts program at the school.**
 - **Finally, a pay-as-you-go afterschool program offers homework help along with recreational activities to the children of parents who must work.**
10. The continued affiliation with PENCIL and the establishment of a relationship with Scholastic Inc. This new affiliation and partnership looks to provide sustained literacy support for children, parents, teachers and administrators.

The school received an 'A' in the 2008-2009 Progress Report along with 84% of NYC schools, and impressively, an 'A' again in 2009-2010, along with only 25% of NYC schools. This letter-grade increase is the result of the school's children making progress year after year. It reflects the collaborative efforts of the school's learning community—students, staff, parents, and administration, to ensure that a greater number of students continue to have a greater number of their needs met.

Aids to Continuous Improvement

A significant aid to our continuous school improvement is the caring and nurturing atmosphere that exists throughout the school building. Teachers and staff work side by side to help create a safe and inviting learning environment, where children feel supported. The small size affords the principal and staff an opportunity to know all of the students and their families, and there is a connectedness that is hard to find in other schools.

The growth in Title 1 Funding has been a major boon for the school, especially at a time when other funding sources have been cut or significantly reduced. These monies continue to be used to supplement classroom libraries, provide effective professional development, purchase technology software and sustain the school's parent involvement efforts. All in an effort to better meet the needs of our lowest performing children.

Affiliations with outside cultural organizations such as City Opera—we are in our 4th year of involvement, and Midori—we are in our 5th year of involvement, continue to provide numerous and varied enrichment opportunities for our children. Similarly, affiliations with NY Cares and other volunteer organizations help sustain and renew the school's physical plant through painting—both murals and classrooms, cleaning and organizing activities

The completion of construction on a *state-of-the-art* science lab, and a library with new flooring, enhanced lighting and \$55,000 worth of new books will provide a tremendous boost to both literacy and science instruction. Our science teacher will now have adequate sink and work space, as well as access to modern equipment—computers, printers, and a moveable SMART board. This new environment will support investigative hands-on science lessons throughout the grades. Access by children to a wide array of books at all readability and interest levels will encourage “reading” at school as well as at home.

A second \$100,000 ‘Resolution A’ technology grant will allow the school to upgrade the computer lab and install SMART BOARDS in 2 kindergarten classrooms, a 3rd grade classroom and 2 remaining classrooms. These boards encourage teachers to create an interactive learning environment. Such an environment enhances learning opportunities and provides children access to tremendous amounts of information.

Project Connect will allow the school to finally have access to internet wireless in all classrooms and instructional spaces. This will greatly facilitate broader use of technology and electronic equipment. The school has finally moved up to the 21st Century.

The ongoing Professional development provided by our AUSSIE literacy consultant continues to play a significant part in the direction the school takes to address the issues presented in the Quality Review and verified to some degree in the school's previous Progress Reports. This consultant works in classrooms modeling all aspects of reading instruction—guided reading, shared reading, and the read-aloud, as well as the elements of the writing workshop. She helps teachers collaboratively examine student work, and shares her expertise and knowledge with respect to both the explicit teaching of reading comprehension strategies and the acquisition of vocabulary in the elementary grades. She assists teacher in developing next-step goals in reading and writing for students, trains them in how to conduct running records, and is helping the school update its literacy curriculum maps using the Common Core State standards as a guide. It is largely through her efforts that the school has developed an effective, assessment driven, school-wide literacy program.

The work of the Academic Intervention Team helped the school's lowest 1/3 of students make significant progress (82%) toward achieving literacy goals using the median Growth Percentile model and 61.9% of the city's lowest 1/3 make exemplary proficiency gains. The two out-of-classroom teachers continue to do a superb job of addressing the literacy needs of the children identified as high

risk. They use a variety of programs, keep extensive documentation on the children, and communicate regularly with classroom teachers to assess progress and make changes in programs (exit opportunities). Twice a year, January and April, they ask teachers to complete a survey on the progress of AIS students in the classroom.

The work of the Inquiry Team in analyzing student work, identifying areas of student weakness—vocabulary acquisition and reading comprehension, providing/suggesting strategies to address these skill areas, and sharing findings with the larger school community has proven invaluable. The work of the team has created a school-wide initiative where all classroom teachers are taking a closer look at data and making changes to their instructional plans in reading, writing and mathematics based on what they notice.

The addition of a 2nd staff bathroom to accommodate the more than 45 adults who pass through the school's doors daily. Without additional fanfare or funding the school was able to move the pre-kindergarten class out of room 123 and into space recently acquired from The DePaul Headstart. Room 123 was converted into an office for the Parent Coordinator and the Occupational Therapist, and the adult bathroom adjoining it was made available to staff.

Barriers to School Improvement

The single greatest barrier to school improvement for our school is its small size.

Though the number of children in our building is very small, the initiatives and directives coming out of the DOE necessitate a larger staff for accomplishment. Committees overlap of necessity and any initiative—Inquiry Team process, AIS intervention, Special Ed compliance, and Crisis, Child Abuse, Safety Plan development, are being handled by the same few people. There are just not enough hands to go around.

In spite of the infusion of Title 1 monies, cutbacks and budget reductions have significantly hindered the school's ability to improve on the educational opportunities we can offer our children. In many instances we have needed to be extremely creative, and very frugal. We have often found it necessary to call upon the generosity and support of a number of people—PENCIL and our Principal for a Day, *Farms for City Kids*, and City/State Legislators such as Councilman Mathieu Eugene, Congresswoman Yvette Clarke, and Assemblywoman Rhoda Jacobs, as well as a number of other DOE agencies.

Another significant barrier to school improvement includes the age of our building and the cost of repairs and upgrades.

1. Issues related to the envelope of the building—particularly the heating and electrical systems are of concern.
 - The heating system struggles to equitably heat the building—many classrooms continue to overheat, while others remain decidedly cold.
 - The lack of air conditioning. There are but two units in the main office/principal's office. Temperatures in May/June and September/October may produce classrooms with less than optimum conditions for learning (especially with a flat roof over most of the building). Our asthmatic children suffer most and fans must be brought in to relief the heat.
 - Electrical capacity continues to be less than adequate for the school's current level of activity and the number of classrooms that are in use on a regular basis. Circuit breakers trip regularly and interfere with office and classroom using of equipment and electronic devices.

Like any other NYC school we strive to provide an optimum learning environment for our children. We seek to offer them the very best education and afford them the same opportunities afforded other NYC school children. At times dealing with building issues can be a real *challenge*.

SECTION V: ANNUAL SCHOOL GOALS

At P.S. 245 we use data to:

- *Inform/ improve classroom instruction*
- *Support differentiated learning*
- *Better meet the needs of all children, low performing as well as high performing*
- *Enable all children to make adequate yearly progress*

- 1) To improve reading comprehension across all grades, K – 5, as indicated on the comprehension section of the Fountas & Pinnell reading assessment, administered in November, January and May.
 - A. By June 2011 65% (139) of the children on these grades have received a score of 2 (Satisfactory) or 3 (Excellent) in comprehension on grade level materials.
- 2) To improve mathematics problem solving skills on grades 1-5 as indicated on June report cards.
 - A. By June 2011 63% of students (110) on these grades have received a rating of 3 (meets standards) or 4 (exceeds standards) for the skill set *solves problems and explains solutions and strategies*.
- 3) To continue to improve student learning outcomes and achievement in writing in grades K-5 as indicated on the benchmark writing assessments—*baseline, midline, and end line*, administered in September, January and June.
 - A. By June 2011, end line writing assessments in grades K-5 demonstrate that 75% of students (161) are at/above grade level benchmarks expectations, and that these assessments specifically demonstrate increased vocabulary usage and improved mechanics when marked to revised rubrics. This represents an increase of 15% from June 2010.
- 4) To continue to increase provision and access to enrichment/extension programs for a wider range of students in an effort to support the ongoing learning needs of 'all'.
 - A. By June 2011 more than 60% of the students (129) at all levels (but especially at the highest levels) are engaged in some form of enrichment/extracurricular activity either during the day or in after school.

SECTION VI: ACTION PLAN

Subject Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: To improve reading comprehension across all grades, K – 5, as indicated on the comprehension section of the Fountas & Pinnell reading assessment, administered in November, January and May, so that by June 2011 65% (139) of the children on these grades have received a score of 2 (Satisfactory) or 3 (Excellent) in comprehension on grade level materials.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use Fontas & Pinnell comprehension data from May/June 2010 to: <ol style="list-style-type: none"> 1. Identify and analyze school-wide areas for improvement. 2. Provide early identification of children who are noticeably weak in comprehension at the start of the 2010 – 2011 school year. • Establish <i>Read Alouds</i>, a minimum of 3xs, a week as part of the daily literacy block. • Encourage oral language and vocabulary development by: <ol style="list-style-type: none"> 1. Using morning meeting time (grades K-1) to introduce and build conversation around stimulus pictures (aligned to monthly curriculum). 2. Using mini lesson (aligned to monthly curriculum) to support and sustain conversation. (SMART board technology). • Track progress in reading comprehension using Fontas & Pinnell data, monthly curriculum unit assessments, and for children most in need, conferencing notes. • Continue AUSSIE literacy consultant support (1 day a week) to: <ol style="list-style-type: none"> 1. Provide PD on explicit teaching of comprehension strategies—<i>visualizing, summarizing, questioning, using text structure features, predicting/infering, and thinking aloud</i>. 2. Assist teachers in: <ul style="list-style-type: none"> ➢ Choosing grade-appropriate mentor texts for <i>Read Alouds</i>. ➢ Unpacking comprehension data from a variety of assessment sources to arrive at achievable comprehension goals for students. 3. Demonstrate/model <i>read aloud, think aloud, and vocabulary development</i> in classrooms. 4. Provide <u>comprehension focus</u> at Next Steps meetings in reading (November, January, May). • Use out-of-classroom teachers during the literacy block to provide ongoing classroom support for a school-wide focus on comprehension and oral language development. • Continue bi-weekly 90-minute grade level planning block. This additional time permits

	<p>teachers to use conferencing notes/information to identify students with specific comprehension needs and to plan for instruction that meets these needs (differentiation).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Target Population: Grades K-5 Responsible Staff: classroom teachers, cabinet, principal and AUSSIE literacy consultant</p> <ul style="list-style-type: none"> • AUSSIE literacy consultant provides ongoing and extensive professional development in reading comprehension and oral language development. 100% Title 1 SWP • Revised prep schedule sustains bi-weekly planning time on/across grades; F status teacher provides additional coverage once a week. 100% Title 1 SWP • Inquiry team focus on vocabulary development and writing, using the mentor texts, <i>Bringing Words to Life</i> by Isabel Beck and <i>About the Authors</i> by Katie Wood Ray continues to support teachers in their understanding of how these components improve learning outcomes in reading for all students. TL Children First Funding (if available) and Title 1 SWP • Two out-of-classroom teachers push into classrooms during Guided Reading. 41.45% Title 1 SWP, 1% TL Fair Student Funding, and 57.55% Title 1 ARRA SWP • Affiliation with PENCIL Principal for a Day, from Scholastic Publishing, to provide opportunities for literacy workshops for parents, improved book fair selections in November and March, as well as classroom support in the form of libraries and other literacy materials.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Measure: Various times throughout the year</p> <ol style="list-style-type: none"> 1. <u>Monthly</u> summative assessments. 2. <u>November, January, May</u> reading assessments. 3. DOE Periodic assessments approximately every 2-3 months (<u>3xs a year</u>). <p>Instrument of Measure:</p> <ul style="list-style-type: none"> • Summative unit assessments aligned to curriculum. • Comprehension section of Fontas & Pinnell reading assessments. • Acuity/Ed Performance Assessments (Reading – Vocabulary) in grades 3, 4, and 5.

	<p>Projected Gains:</p> <ul style="list-style-type: none">• Summative monthly reading assessments demonstrate growth in reading comprehension and attainment of instructional goals.• November and January Fontas & Pinnell reading assessments demonstrate progress toward improved comprehension skills on grades K-5. These formative assessments affect the direction of classroom instruction in comprehension strategies and vocabulary development on each grade.• Ed Performance Assessments (Reading-Vocabulary) in grades 3, 4, and 5, provide evidence of improvement in comprehension. <p>May/June 2011 Fontas & Pinnell reading assessments demonstrate that 65% (139) of students on grades K-5 have achieved a score of 2 (satisfactory) or 3 (excellent) on the comprehension section of this assessment.</p>
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SECTION VI: ACTION PLAN

Subject Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>(As indicated on the June 2010 report cards, 57.7% of student in grades 1-5 received a rating of 3 or better for the skill set <u>solves problems and explains solutions and strategies</u>)</p> <p><u>GOAL:</u> To improve mathematics problem solving skills on grades 1-5 as indicated on June report cards, so that by June 2011 63% (110) of students on these grades have received a rating of 3 (meets standards) or 4 (exceeds standards) for the skill set <u>solves problems and explains solutions and strategies</u>.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Supplement Everyday Math program with the purchase other problem-solving materials to support classroom instruction around discovery and critical-thinking in mathematics. • Support the development of math centers in all classrooms, 1-5, to both address the needs of low performing students as well as meet the needs of students performing at/above grade levels. • Provide professional development (during Faculty Conferences and Chancellor’s Professional Development days) on the various problem solving strategies—<i>Act Out or Use Objects, Use or Make a Picture/Diagram, Use or Make a Table, Make an Organized List, Guess and Check, Use or Look for a Pattern, Work Backwards, Use Logical Reasoning, Make it Simpler</i>, etc. • Introduce ‘Problem of the Day’ (3xs a week) on grades 1-2 and ‘Problem of the Week’ on grades 3-5 so that children have an opportunity to apply their mathematics content knowledge to real-world problem-solving applications. • Provide two 45 minute blocks for children on grade 2 to use Mind Research Institute software (funded through a grant) with the intention of elevating math achievement and improving problem-solving skills for all students on this grade. • Incorporate math journal writing on grades 2-5, using a section of students’ math notebook. Once a week children reflect on problem solving work—‘Problem of the Day’/‘Problem of the Week’ and explain solutions and write about strategies. • Include extended problem-solving activities as part of weekend homework (using supplementary materials). • Study relationship if any between children whose reading comprehension skills are weak and children whose problem-solving skills are equally poor. • Continue bi-weekly 90-minute grade level planning block. This additional time permits teachers to plan for the incorporation of problem-solving strategies into their curriculum,

	as well as to evaluate the effectiveness of their efforts in this area.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Target Population: Grades 1-5 Responsible Staff: classroom teachers, cabinet, and principal.</p> <ul style="list-style-type: none"> • Revised prep schedule sustains bi-weekly planning time on/across grades; F status teacher provides additional coverage once a week. 100% Title 1 SWP • Election Day PD agenda reflects emphasis on classroom strategies to improve math problem-solving skills. • Purchase of supplementary mathematics problem-solving materials (Creative Publications, Cuisenaire, etc) ensures that a strong problem-solving component is part of mathematics classroom instruction. Teacher – Title 1 SWP; Student – TL NYSTL • Membership in NCTM provides literature (Teaching Children Mathematics magazine) as well as web-site access to math resources. Title 1 SWP • F-status math teacher provides additional problem-solving instruction on grade 2. 100% Title 1 SWP • Mind Research Institute grant provides language-independent, animated representations of math concepts delivered via computer software games to grade 2 students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Measure: Various times throughout the year</p> <ol style="list-style-type: none"> 1. Monthly Everyday Math assessments 2. Weekly problem sets 3. School-designed assessments every 2-3 months (3xs a year). 4. DOE Periodic assessments every 2-3 months (3xs a year). <p>Instrument of Measure:</p> <ul style="list-style-type: none"> • Summative Everyday Math unit assessments. • Weekly problem sets—“Problem of the Day”/“Problem of the Week” • School-designed problem solving assessments – 5 extended response questions. • Acuity/Ed Performance mathematics assessments in grades 3, 4, and 5. • November and March report cards show increased numbers of students on grades 1-5 receiving a rating of 3 or 4. <p>Projected Gains:</p> <ul style="list-style-type: none"> • Analyses of Everyday Math unit assessments demonstrate growth in problem solving skills and attainment of instructional

goals.

- Weekly problem sets show increased use of problem-solving strategies.
- School-designed problem solving assessments demonstrate increased proficiency in problem solving—solution explanation and strategy employment.
- Acuity ITA/Predictive Assessments and Ed Performance in Mathematics show progress in problem solving across grades 3-5.
- Mid-Year and End-of Year Everyday Math Assessments show progress in problem-solving across grades 1-5. 63% of students (110) on these grades meet or exceed standards in problem-solving on the End of Year assessment.

June 2011 report cards show 63% (110) of students on grades 1-5 have received a rating of 3 (meets standards) or 4 (exceeds standards) for the skill set solves problems and explains solutions and strategies.

SECTION VI: ACTION PLAN

Subject Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL:</u> To continue to improve student learning outcomes and achievement in writing in grades K-5 as indicated on the benchmark writing assessments—<i>baseline, midline, and end line</i>, administered in September, January and June, so that by June 2011, end line writing assessments in grades K-5 demonstrate that an increased number (75%) (161) of students are at/above grade level benchmarks expectations, and that these assessments specifically demonstrate increased vocabulary usage and improved mechanics when marked to <u>revised</u> rubrics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue AUSSIE literacy consultant support (1 day a week) to: <ol style="list-style-type: none"> 1. Provide additional Professional Development on: <ul style="list-style-type: none"> ➢ The Writing Process, with particular focus on planning and revision. ➢ Modeled, shared, and interactive writing. ➢ Vocabulary development in writing. ➢ Conferencing during writing. 2. Demonstrate/model writing lessons in classrooms. 3. Assist teachers in developing strategies to address and sustain improvement in writing mechanics (grammar, punctuation, and spelling). Explain how these mechanics may be introduced within a writing/reading/speaking context and <u>then supported/sustained through explicit teaching.</u> 4. Initiate Inquiry work on grades 2-5 around the ideas of Isabel Beck, <i>Bringing Words to Life</i>, to improve and sustain vocabulary development on these grades. 5. Support Inquiry work on grades K-1 around the ideas of Katie Ray Wood, <i>About the Authors</i>. 6. Support teachers in grades 3-5 in their understanding of the text structures and features of narrative, persuasive, informational and expository texts. 7. Continue to identify exemplar writing samples at each grade level. • Revise existing writing rubrics to incorporate <u>new core standards</u>, additional elements of AUSSIE benchmarked writing rubrics, and grade specific mechanics. • Revisit summative monthly assessments in writing to determine what assessments makes sense within the <u>grade-specific</u> monthly curriculum map and support appropriate

	<p>writing development on the grade.</p> <ul style="list-style-type: none"> • Use baseline, midline and end line writing assessments in September, January and June. Marked to rubrics these provide data that enables classroom teachers to identify students below, at, and above benchmark. • Continue bi-weekly 90-minute grade level planning block on grades 1-5; F status teacher provides additional coverage once a week. This additional time permits teachers to look at and evaluate student writing samples/assessments collaboratively.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Target Population: Grades K-5 Responsible Staff: classroom teachers, cabinet, principal and AUSSIE literacy consultant</p> <ul style="list-style-type: none"> • Revised prep schedule sustains bi-weekly planning time on or across grades; F status teacher provides additional coverage once a week. 100% Title 1 SWP • AUSSIE literacy consultant provides ongoing and extensive professional development in writing. 100% Title 1 SWP • Purchase of <i>About the Authors</i> by Katie Wood Ray supports Inquiry team work around writing on grades K-1 that was begun in 2009-2010. Title 1 SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals of Measure: Various times throughout the year</p> <ol style="list-style-type: none"> 1. Monthly summative assessments 2. <u>September, January, June</u> writing assessments. 3. Ed Performance assessments 3xs a year <p>Instrument of Measure:</p> <ul style="list-style-type: none"> • Summative writing assessments aligned to curriculum • Baseline, midline and end line writing assessments marked against <u>revised</u> grade-specific rubrics • Ed Performance Assessments (Language Arts) in grades 3, 4, and 5 <p>Projected Gains:</p> <ul style="list-style-type: none"> • Summative monthly writing assessments demonstrate growth in writing and attainment of instructional goals. • Baseline and midline interim writing assessments demonstrate progress toward grade level benchmarks in <i>content development</i>,

writing mechanics and *organization*.

- Ed Performance Assessments (Language Arts) in grades 3, 4, and 5, provide evidence of improvement in writing mechanics.

June 2011, end line writing assessments in grades K-5 demonstrate that an increased number (75%) (161) of students are at/above grade level benchmarks; the assessments also demonstrate increased vocabulary usage and improved mechanics when marked to revised rubrics.

SECTION VI: ACTION PLAN

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL:</u> To continue to increase provision and access to enrichment/extension programs for a wider range of students in an effort to support the ongoing learning needs of ‘all’. By June 2011 more than 60% (129) of the students at all levels (but especially at the highest levels) are engaged in some form of enrichment/extracurricular activity either during the day or in after school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Install SMART boards in 6 additional classrooms to allow all teachers access to advanced technology and web access. • Arrange for access to clubs in grades 3, 4, and 5 on alternate Wednesdays during 7th period, beginning in October. Offerings to include: dance, drama, knitting, gymnastics and math games/activities. • Offer after school African dance classes on Fridays to provide students in grades 1-3 the opportunity for personal expression through rhythm and movement; offer ballroom dancing on Wednesdays and Fridays to provide students in grades 4 and 5 the opportunity for personal expression through rhythm and movement. • Offer after school chorus on Mondays to provide students in grades 2-5 the opportunity for vocal expression through music and song. • Continue to move students (at the highest reading levels in grades K-4) up a grade for Guided Reading; move students at the highest reading levels in grade 5 into Literacy Circles under the guidance of an out-of-classroom teacher and the classroom teacher. • Continue a relationship with <i>Farms for City Kids</i>. 4th and 5th graders, whose marks and behavior are at grade level or beyond, are given the opportunity to spend 5 days during the summer at a working dairy farm in Vermont. • Continue to provide an After School Program for students of working parents. Students receive homework help, tutoring, snacks, and opportunities for recreational activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Target Population: Grades 1-5</u> Responsible Staff: classroom teachers, cabinet, principal and AUSSIE literacy consultant</p> <ul style="list-style-type: none"> • Midori & Friends provides additional music program offerings for students and professional development for teachers through funding from Assemblywoman Rhoda Jacobs. • Installation of 6 additional SMART boards with 2010 – 2011 Reso ‘A’ funding. • A classroom teacher provides instruction in African dance on Friday (1.5 hours) 42.94% TL Fair Student Funding; 57.06% DRA Stabilization

	<ul style="list-style-type: none"> • National Chorale instructor teaches chorus on Monday (1.5 hours) 100% Title 1 SWP • Ballroom Dancing instructor teaches ballroom dancing Monday (2 hours) and Thursday (2 hours). 100% Title 1 SWP • Lincoln Center affiliation provides 2 opera workshops and 1 opera performance during the school day. 100% Title 1 SWP • Friday Clubs (1 hour) provide instruction in: <ul style="list-style-type: none"> --Gym, Drama, Arts and Crafts, Math Games, and Knitting • Farms for City Kids supports summer learning through a week-long visit to a dairy farm in Vermont.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Review: Periodically</p> <p>Instruments of Measure: Teacher and staff observations</p> <p>Projected gains: Increased participation in enrichment/extracurricular activities and programs either during the day or after school.</p> <p>By June 2011 more than 60% (129) of the student population has been involved in some form of enrichment/extracurricular activity during the school year.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL: To increase provision and access to enrichment/extension programs for a wider range of students in an effort to support the ongoing learning needs of ‘all’. By June 2010 the opportunities for students at all levels (but especially those at the highest levels) to engage in enrichment activities both during the school day and in after school has increased by 50%. By this time more than half of the student population has been involved in some form of enrichment/extracurricular activity during the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Access Renzulli Learning system, in place in all classrooms, to provide ongoing opportunities (after administration of a learning style inventory) for students to engage in online learning activities that are geared to their particular abilities and interests. Professional development provided to teachers on grades 1, 4 and 5, who will turnkey to remainder of the staff. TL Fair Student & TL NYSTL Software • Arrange for access to clubs in grades 3, 4, and 5 on alternate Fridays during 7th period, beginning in October. Offerings to include: dance, drama, knitting, gymnastics and math games/activities. TL Fair Student • Offer after school African dance classes on Fridays to provide students in grades 1-3 the opportunity for personal expression through rhythm and movement; offer ballroom dancing on Wednesdays and Fridays to provide students in grades 4 and 5 the opportunity for personal expression through rhythm and movement. TL Fair Student • Offer after school chorus on Mondays to provide students in grades 2-5 the opportunity for vocal expression through music and song. TL Fair Student • Provide after school opportunities for students in grades 1 - 5 to engage in grade specific art activities, including, but not limited to dance, puppetry, song, and theater arts. The program will run for 13 weeks, beginning in January, and ending sometime in April and will be run by the Brooklyn Council of the Arts. CASA grant • Continue to move students (at the highest reading levels in grades K-4) up a grade for Guided Reading; move students at the highest reading levels in grade 5 into Literacy Circles under the guidance of an out-of-classroom teacher and the classroom teacher. • Continue a relationship with <i>Farms for City Kids</i>. 4th and 5th graders, whose marks and behavior are at grade level or beyond, are given the opportunity to spend 5 days during

	<p>the summer at a working dairy farm in Vermont.</p> <ul style="list-style-type: none"> • Continue to provide an After School Program for students of working parents. Students receive homework help, tutoring, snacks, and opportunities for recreational activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Target Population: Grades 1-5 Responsible Staff: classroom teachers, cabinet, principal and AUSSIE literacy consultant</p> <ul style="list-style-type: none"> • A classroom teacher provides instruction in African dance on Friday (1.5 hours) TL Fair Student • Renzulli online learning system is available in all classrooms. TL Fair Student & TL NYSTL Software • National Chorale instructor teaches chorus on Monday (1.5 hours) TL Fair Student • Ballroom Dancing instructor teaches ballroom dancing Monday (2 hours) and Thursday (2 hours). TL Fair Student • Brooklyn Council of the Arts offers dance, puppetry, song and theater instruction on Wednesday (2 hours) TL Fair Student • Lincoln Center affiliation provides 2 opera workshops and 1 opera performance during the school day. TL Fair Student • Friday Clubs (1 hour) provide instruction in: <ul style="list-style-type: none"> --Gym, Drama, Arts and Crafts, Math Games, and Knitting • <i>Farms for City Kids</i> supports summer learning through a week-long visit to a dairy farm in Vermont.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Review: Periodically</p> <p>Instruments of Measure: Teacher and staff observations</p> <p>Projected gains: Increased participation in enrichment/extracurricular activities and programs either during the day or after school.</p> <p>By June 2010 more than 50% of the student population has been involved in some form of enrichment/extracurricular activity during the school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	1		1	
1	19	19	N/A	N/A				1
2	19	19	N/A	N/A			1	
3	20	15	N/A	N/A	2		4	1
4	21	16	35				1	
5	10	8		22	1			2
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>ELA Morning Program-</u> This program meets for five weeks prior to the NYS ELA assessments given in grades 3, 4, and 5. Students in grades 3, 4, and 5 receive instruction in reading, listening, and the writing process. This program takes place four days a week (Monday through Thursday, from 7:30 – 8:30 a.m. (one hour each day).</p> <p><u>Literacy Push-In-</u> Out of classroom personnel push-in during the literacy block to provide small group instruction for at-risk and/or enrichment students in grades K-5.</p> <p><u>Wilson and Wilson Double Dose-</u> During the school day, identified students receive small group instruction in decoding, encoding, and comprehension, 2-4 times per week, as prescribed by this program. Grades K-2 utilize Foundations Double Dose, and grades 3-5 utilize Wilson.</p> <p><u>New Heights-</u> During the school day and/or during extended day, identified students receive small group instruction in fluency and comprehension.</p> <p><u>McCall Crabbs-</u> During extended day, in small groups, this instructional tool is used to address recall of specific information in order to increase comprehension.</p> <p><u>Soar To Success-</u> During the school day and/or during extended day, in a small group setting in grades 2-5, this literacy program is used to develop comprehension and strategy use.</p> <p><u>Rewards-</u> During the school day, in small groups, REWARDS Intermediate, a specialized program, is used with students in grades 3, 4, and 5 to develop a flexible strategy for decoding multi-syllabic words as well as to increase their oral and silent reading fluency. The program is also effective in supporting vocabulary development.</p>

Headsprout Comprehension-

This independent comprehension program, which is accessed via the internet, is utilized during the school day and/ or during extended day, as well as at home to improve student comprehension in grades 3-5.

Early Start Morning Program

This program will meet before school, and include five of the lowest functioning students in grades 2 and 4. Using 1 to 1, or small group instruction, teachers will address the individual needs of these students as informed by data collected both formally and informally.

<p>Mathematics:</p>	<p><u>Math Morning Program-</u> This program meets for five weeks prior to the NYS Math assessments given in grades 3, 4, and 5. Students in grades 3, 4, and 5 receive instruction in problem solving and math concepts. This program takes place four days a week (Monday through Thursday, from 7:30 – 8:30 a.m. (one hour each day).</p> <p><u>Mind Research Institute/ST Math-</u> Mind’s education programs teach all children, regardless of socioeconomic or cultural background, how to think, reason and create mathematically. They was designed to meet major challenges facing public education- language barriers and diversity- and to help improve teacher efficacy and efficiency in the classroom.</p> <p>The ST Math Fluency program is an on-line technological program that is designed to enable students to recall basic math facts accurately, quickly, and effortlessly. This automaticity in students then allows them to more efficiently solve problems at higher levels of mathematics. This program takes place during the school day 2 days a week (Tuesday and Thursday) for 45 minutes each day, in the computer lab.</p>
<p>Science:</p>	<p><u>Science Morning Program-</u> This program was implemented to improve the analytical skills of our 4th grade students in the area of Science. Students in grade 4 receive additional instruction in Science for five weeks prior to the NYS Science assessment. This program takes place four days a week (Monday through Thursday, 7:30 8:30 a.m. (one hour each day).</p>
<p>Social Studies:</p>	<p><u>Supplementary Materials</u> To improve the analytical skills of our 4th, and 5th graders in the area of Social Studies these students received over \$10,000 worth of supplemental trade books. These high interest books are in addition to the textbook provided for the curriculum and are appropriate for a range of reading levels. Students will be required to analyze historic periods using multiple sources of information and develop an understanding of sophisticated concepts.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>A (.6) SAPIS worker provides peer leadership, one-to-one counseling, and group peer mediation intervention during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school Psychologist, Ms. Maria Ramos (.2), provides whole class relaxation techniques students can use, in grades 3-5, to relieve test anxiety.</p>

At-risk Services Provided by the Social Worker:	The Social Worker, Ms. Maureen Finley (.2), will provide student support services as needed .4 times per week during the school day.
At-risk Health-related Services:	A DOH School Nurse, Ms. Alexis-Cox, provides daily health services, conducts asthma workshops, and disseminates other health related information.

- Provide comprehensible input – contextualize learning: visuals, realia, manipulatives, gestures, maps
- Students work in pairs or small groups
- Ask questions requiring expanded responses
- Provide graphic organizers and charts
- Use Sheltered English with the Science and Social Studies texts

APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Chapter 154.001, F.S. Requirements for all schools

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 a representation of timely information supplied for students who exhibit inadequate growth on interim reading and ESL assessments. These data include, but are not limited to, the following: phonemic awareness, phonics, letter recognition and writing. Students exhibit different strengths both in language acquisition and conceptual development. These needs are

met by using student performance data to plan instruction, and differentiate learning to meet the needs of each ELL student.

Type of Program: Bilingual ESL Both **Number of LEP (ELL) Students Served in 2010-11:** **23**

(No more than 2 pages) (2 years) receiving ESL services will receive additional instruction in essay and non-fiction writing in preparation for the NYSESLAT and the ELA. It has been determined that writing skills are lacking for these students. The following strategies were

- I. Instructional Program for ELLs** (writing skills description of program, # of classes per program, language(s) of instruction, instructional strategies, etc).
- Habits: enjoy writing daily, use ideas from read alouds, what makes good writing
 - Purpose: write to share an experience or event, begin to plan writing

A. Curricular: Use and conventions: use a combination of invented spelling and correctly spelled words, demonstrate the correct use of punctuation. P.S. 245 currently has an ESL pull-out program that serves 23 students in grades K, 1, 2, 4, and 5. The students receive instruction in English. The pull-out program has proven to be successful for our population because students are grouped according to ability and are given intense instruction that meets their needs by a state licensed ESL teacher. Content instruction is focused through articulation with mainstream teachers. English speaking, reading, and writing skills are developed by utilizing the Social Studies, Science, Math, and literacy standards. Traits as well as definitions, descriptions, rubrics and exercises to help students become familiar with the test program receiving small group instruction in English that uses, states their oral and written development. Students are consistently engaged in lessons where they have clips, prompts, activities and examples speaking, reading and writing. Content area vocabulary is introduced and emphasized. Language instruction is linked to content instruction in Social Studies, Science, Math, and literacy through articulation with mainstream teachers. Additionally, the use of native language resources (dictionaries, libraries, texts, technology, primary source materials) is encouraged. and they need to provide multiple opportunities for writers to engage in writing for the reasons that are real and important to the individual writer.

Various strategies are used for teaching **content area/ ESL** including:

- Suggestions for specific ways to student experiences the following:
- Use students' own language to support making content writing approachable
 - Utilize oral narratives and writing workshop techniques to help learners become comfortable with the craft of drafting, sharing and revising pieces.
 - Make scaffolding supporting connection by exposing ELL learners to a wide variety of literary forms in reading and then provide opportunities for them to construct their own forms to share with others.
 - Incorporate various writing techniques and genres into content-area unit so that ELL learners will experience the kinds of writing that will be expected in disciplines throughout the curriculum.

At the present time P.S. 245 has no Long-Term ELLs (completed 6 years)

B. Extracurricular:

Students are invited to participate in all the programs offered at the school. These include morning tutorials, after school enrichment, as well as the homework/recreation after-school program. All school performances by various Arts agencies are offered and enjoyed by ESL students.

At the present time P.S. 245 has no SIFE students

II. Parent/Community:

Research has indicated that parent and community involvement is an important component in a child's academic success. Our parents participate in Family Literacy and Math workshops, attend trips with the classes, are involved in extracurricular programs, and volunteer to assist with special events. Most of them have a vested interest in the total school population. The Parent Coordinator and a Supervising School Aide, who speak Haitian-Creole and Spanish respectively, have assisted in keeping the lines of communication open between the home and school. The Parent Coordinator was instrumental in getting many of the parents trained as Learning Leaders; the Supervising School Aide has been responsible for getting parents into the school as volunteers. These volunteers assist individual students, as well as provide much-needed clerical help throughout the school day. Parent needs are evaluated through a survey translated into Spanish and Haitian Creole. The results are compiled and evaluated by the committee. Referrals are made to various Social Service Agencies as necessary.

To maintain the partnership between the parents and the school, there will be parent meetings staggered throughout the school year. In September there was an orientation meeting for all parents, including ELL parents, to introduce them to the school, the curriculum, and the various ESL programs available. In November, there was a parent meeting to acquaint all parents, including ELL parents, with the assessments taking place during the school year. In April, there will be a meeting for the parents of ELL students to acquaint them with the NYSESLAT. In May, there will be a parent meeting for all parents, including ELL parents, to acquaint them with promotional policies. The Parent Coordinator has bilingual dictionaries (Spanish/English, Haitian Creole/English) available. All ELL parent workshops promote the development of English language literacy at home. Translations and translators are available as needed.

III. Newcomers: Project Jump Start:

Newly enrolled LEP students and their parents are given a school tour and an orientation of the programs in the school. The ELL teacher, the Parent Coordinator, and the Supervising School Aide involve parents who speak a native language other than English. They translate when necessary and help transition the new LEP students and their parents to our school. Newcomers are given additional opportunities to enhance their English language acquisition such as: field trips, (Environmental Center, Prospect Park, Audubon, Old Stone House, The Brooklyn Museum), schools performances, art projects, science projects, dance programs, hands-on activities and interactions with peers.

IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics):

All personnel in the school attend professional development workshops during grade and faculty conferences. Agendas include: Using Sheltered English and Scaffolding to make content comprehensible. (Modeling: Use Social Studies textbook passages about the Revolutionary War to shelter the English text.)

Various scaffolding techniques are modeled so that classroom teachers can use them in mainstream instruction. Teachers plan collaboratively to meet specific needs of ELLS. Topics will include: Data Use for Planning and Instruction, and Connecting ELL data to Achievement. In addition, workshops provide specific reading comprehension strategies and scaffolding techniques that promote content knowledge and academic language acquisition.

On professional development days there will be ELL workshops to meet the 7.5 hours of ESL training for mainstream teachers and 10.5 hours for special education teachers. In addition, teachers will be encouraged to take part in workshops sponsored by ELL organizations such as QTEL (Quality Teaching for English Language Learners). One topic will be *Developing English Language Skills through Content Instruction*. The ESL teachers will present at grade conferences and faculty meetings to stress language acquisition techniques and strategies.

V. Support services provided to LEP students:

Other supplemental programs for ELLs include Academic Intervention Services. During AIT meetings, ELL data, which outlines the individual progress of ELL students, is discussed and used to determine the next steps for these students. Targeted intervention programs are designed to help those ELL students who need help in literacy and math. Enrollment letters are translated into Spanish and Haitian Creole. P.S. 245 has purchased Babylon translation software, so that moving forward all notices and letters will be sent home in the various and appropriate languages.

Articulation with administrators and staff at AIT meetings and faculty conferences assist ELLs as they transition from one school level to the next.

VI. Name/type of native language assessments administered (bilingual programs only):

N/A

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-11

School Building: PS 245 **District** 22

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	1					1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-2010

School District: 22 **Type of Program:** ESL Bilingual Both **School Building** 245

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL																			
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)				1		1		1		1												
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	6		6	5		5	6		6				1		1	2		2				
Vietnamese (VIE)																						
Tagalog													1		1							
Afrikaans (AFR)																						
Fulani																						
SUB TOTALS 	6		6	6		6	7		7	0		0	2		2	2		2				

Total Number of LEP students in grades K-6 **Identified** in the Building in 2010-11 (Do not long-term LEPs)

23

Total Number of LEP students in grades K-6 **Served** in the Building in 2010-11 (Do not include long-term LEPs)

23

ADDITIONAL LANGUAGES

Acholi (ACH)	Garifuna (CAB)	Mandinka (MNK)	Sotho-Southern (SOT)
Adangme (ADA)	Georgian (KAT)	Marathi (MAR)	Sukuma (SUK)
Afrikaans (AFR)	German (GER)	Mende (MEN)	Swahili (SWH)
Akan (AKA)	Guarani (GUG)	Mohawk (MOH)	Swedish (SWE)
Algonquin (ALQ)	Gujarati (GUJ)	Ndebele (NDE)	Tajiki (TGK)
Amharic (AMH)	Hausa (HAU)	Nyanja (NYA)	Tamil (TAM)
Arabic (ARB)	Hebrew (HEB)	Oneida (ONE)	Telugu (TEL)bb
Arawak (ARW)	Hindi (HIN)	Papiamento (PAP)	Thai (THA)
Assamese (ASM)	Hungarian (HUN)	Pashto (PST)	Tigre (TIG)
Aymara (AYC)	Ibo (IBO)	Romanian (RON)	Tonga (TNZ)
Basque (BAQ)	Icelandic (ISL)	Romansch (ROH)	Turkish (TUR)
Bemba (BEM)	Ilocano (ILO)	Rundi (RUN)	Ukrainian (UKR)
Bengali (BEN)	Indonesian (IND)	Samoan (SMO)	Urdu (URD)
Bhili (BHB)	Kabyle (KAB)	Sanskrit (SAN)	Wolof (WOL)
Brahui (BRH)	Kamba (KAM)	Seneca (SEE)	Yoruba (YOR)
Breton (BRE)	Kashmiri (KAS)	Seri (SEI)	Zulu (ZUL)
Bulgarian (BUL)	Konkani (KNN)	Shan (SHN)	
Cebuan (CEB)	Lao (LAO)	Shona (SNA)	
Cham (CHA)	Latvian (LAV)	Shina (SCL)	
Czech (CES)	Lithuanian (LIT)	Sidamo (SID)	
Danish (DAN)	Macedonian (MKD)	Sindhi (SND)	
Estonian (EST)	Malay (MLY)	Slovak (SLK)	
Ewe (EWE)	Malayalam (MAL)	Slovenian (SLV)	
Finnish (FIN)	Maltese (MLT)	Somali (SOM)	

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 22

School Building: 245

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) MORNING MEETING	Subject (Specify) ESL	Subject (Specify) MORNING MEETING	Subject (Specify) ESL	Subject (Specify) ESL
0	From: 9:15 To: 9:55	Subject (Specify) GUIDED READING	Subject (Specify) ESL	Subject (Specify) GUIDED READING	Subject (Specify) ESL	Subject (Specify) ESL
2	From: 9:55 To: 10:40	Subject (Specify) Science	Subject (Specify) ESL	Subject (Specify) P.E.	Subject (Specify) ESL	Subject (Specify) ESL
3	From: 10:45 To: 11:30	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
4	From: 11:35 To: 12:20	Subject (Specify) L	Subject (Specify) U	Subject (Specify) N	Subject (Specify) C	Subject (Specify) H
5	From: 12:25 To: 1:10	Subject (Specify) Fundations/ Phonics	Subject (Specify) Math	Subject (Specify) Fundations/ Phonics	Subject (Specify) Fundations/ Phonics	Subject (Specify) Fundations/ Phonics
6	From: 1:15 To: 2:0	Subject (Specify) Writing	Subject (Specify) Literacy/Writing	Subject (Specify) Literacy/Writing	Subject (Specify) Literacy/Writing	Subject (Specify) P.E.
7	From: 2:05 To: 2:50	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
8	From: 2:50 TO:	Subject (Specify) DISMISSAL	Subject (Specify)	Subject (Specify) DISMISSAL	Subject (Specify)	Subject (Specify) 2:50 DISMISSAL

SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

ESL Program Type: TBE Dual Language Pull Out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 22 School Building: 245

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) Guided Reading	Subject (Specify) Literacy	Subject (Specify) Guided Reading	Subject (Specify) Literacy	Subject (Specify) Guided Reading
0	From: 9:15 To: 9:55	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) Guided Reading Content Area Science	Subject (Specify) ESL	Subject (Specify) Science
2	From: 9:55 To: 10:40	Subject (Specify) P.E.	Subject (Specify) ESL	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) ESL
3	From: 10:45 To: 11:30	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
4	From: 11:35 To: 12:20	Subject (Specify) Music	Subject (Specify) Geography	Subject (Specify) Literature Circles	Subject (Specify) Literature Circles	Subject (Specify) Art
5	From: 12:25 To: 1:10	Subject (Specify) L	Subject (Specify) U	Subject (Specify) N	Subject (Specify) C	Subject (Specify) H
6	From: 1:15 To: 2:00	Subject (Specify) Writing	Subject (Specify) P.E.	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing
7	From: 2:05 To: 2:50	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
8	From: 2:55 To:	Subject (Specify) DISMISSAL	Subject (Specify)	Subject (Specify) DISMISSAL	Subject (Specify)	Subject (Specify) 2:50 DISMISSAL
9	From: 2:55 To: 4:05	Subject (Specify)	Subject (Specify) EXTENDED DAY (Reading & Math)	Subject (Specify)	Subject (Specify) EXTENDED DAY (Reading & Math)	Subject (Specify)

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

At the present time P.S. 245 is not eligible for Title III funding.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school determines the primary language spoken by each parent through an informal interview at the time of registration. If this language is not English, a note is made on the emergency card and a Home Language Identification Survey is issued in the appropriate language. If the parent doesn't have literacy skills to read in his/her native language an oral translation is provided by the by the Spanish (supervising school aide) or Haitian Creole (Parent Coordinator) translator. A list of the parents needing translating services is generated and kept in the main office and the ESL room. Newsletters are sent out in translated versions as necessary. Additionally, the UPPG function in ATS indicates the preferred language.

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.

Three primary languages have been identified within the school community—English, Spanish, and Haitian Creole. All literature sent home, when necessary or requested, is translated into these languages. In addition, and most importantly, we have translators on the premises who serve as interpreters with parents who speak/understand Spanish and/or Haitian Creole. These persons, the Parent Coordinator, and a Supervising School Aide translate for teachers/parents and when necessary, make phone calls. The Department of Education Translation Service is utilized for low incidence languages.

Part B: Strategies and Activities

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

Written documents and information are translated in-house for immediate use. Department of Education translation services are rarely needed for translations because of the purchase of Babylon software and the translation talents of staff.

The Bill of Parents Rights and Responsibilities is sent home to all parents in the preferred language and the school requests translations of most DOE documents based on these language preferences. Many parents who speak a language other than English at home, however, prefer written correspondence be sent home in English, as they are not proficient in reading non-English documents.

Signage is displayed on the bulletin board in the school lobby telling parents where they can receive translation help. The signs are in English, Spanish, and Haitian Creole (language spoken by the school's families). The signs direct parents to the office and/or Parent Coordinator's room for translation assistance.

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.

Oral interpretation services in both Haitian Creole and Spanish are provided in-house by staff on a need basis. Two staff members (see below) translate for parents and teachers at Parent Teacher Conferences, Parent Workshops, PA meetings and other school functions (e.g. when an IEP meeting is held, a member of the school staff is present to interpret for the parent). In the event that a staff member is not available for an event, we request the services of the Department of Education (718) 752-7272, Ext. 4.

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>.

Parents receive notifications in their home language and are given the opportunity to advise us in advance if they need translation services in the form of an interpreter for meetings or events.

The school has purchased translation software which allows memos and important notices to be translated on-the-spot and sent home without delay. Additionally, we have brought School Messenger into the school. This messaging system calls parents to inform them about important events and meetings. The calls are can be made in several different languages to address translations needs.

Oral and written translations in Spanish – Nilsa Grandel, School-Aide

Oral and written translations in Haitian Creole – Nirva Moise, Parent Coordinator

The ESL teacher regularly consults with teachers and the office staff to ascertain whether parents are returning letters, notices, and other communications that have been sent home.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$181,817	\$44,094	225,911
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,818		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 441	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,090		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2205	
6. Enter the anticipated 10% set-aside for Professional Development:	\$18,182		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4,409	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

ATTACHED

2. School-Parent Compact

ATTACHED

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

SEE Section IV, page 9

2. Schoolwide reform strategies that:

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

All children—general education, special needs, and ELL learners are provided with the same opportunities for academic achievement. Out-of classroom teachers (2) supplement the efforts of classroom teachers to provide additional and differentiated instruction to children most in need—those in the bottom 1/3 of the school.

- b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**

- o **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**

An Early Start Morning/Afternoon programs invite children in grades 2 and 4 who are in the lowest 1/5 of the class to receive tutoring/remediation either before or after school on different days of the week. Generally each child receives 2 hours of help per week. These same children are pulled out at various times during the day to receive additional literacy instruction provided by two out-of-classroom teachers.

- o **Help provide an enriched and accelerated curriculum.**

The school is involved in curriculum writing in literacy under the direction of an AUSSIE consultant. Through such efforts the school’s literacy curriculum has become more closely aligned with the state’s ELA standards for reading, writing, speaking, and listening, and is rigorous and engaging. Children reading above grade level are moved to the next grade for guided

reading and classroom teachers use centers to provide differentiated instruction for both the advanced and struggling learners in math, science and social studies. The acquisition of Smart Boards in grades 1, 2, 3, 4, and 5, and the purchase of the Renzulli learning system have provided teachers with additional resources for curriculum enhancement. Numerous activities during the school day—visual arts, ballroom dancing and clubs, as well as after school programs—chorus, African dance, and a Brooklyn Council of the Arts program afterschool program permit participation in a variety of enrichment activities. There is additional involvement with Lincoln Center through *Opera is Elementary* and Midori through its theater workshops.

- **Meet the educational needs of historically underserved populations.**

Extensive outreach efforts are made to contact the parents of special needs children as well as ELL children to make them aware of additional learning opportunities available at the school. The school pays for trips for the neediest children and even arranges for homework assistance for children whose parents are non-English speaking. Additionally, the school runs its own homework help/tutoring program from 3:00 – 6:00 p.m. Monday to Friday.

Two staff members are fluent in Spanish and Haitian Creole the two languages prevalent among our families.

- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**

The school has been very successful at meeting the needs of the school's lowest academic needs children, as evidenced by past Progress Reports. Extensive and ongoing before-during-after school programs make every effort, using a variety of different research-based intervention strategies—Foundations, Wilson, Headsprout Comprehension (**NEW**), Rewards, Lexia, to bring these children to grade level. New this year is a grant from Mind Research to incorporate computer based learning in the form of a program for 2nd graders to support math instruction and logical thinking.

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

All efforts are aligned with city and state educational mandates and standards, and are geared toward progress toward these benchmarks.

3. Instruction by highly qualified staff.

All permanent staff continues to be highly qualified. The school has no teachers operating out of license.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The school provides sustained professional development to teachers in several areas. We have been working with an AUSSIE consultant in literacy—building curriculum maps, developing comprehension strategies, improving writing content and mechanics. Additionally, we have provided training in the use of Acuity (citywide testing program), Renzulli Learning, and Smart Board training.

The school provides professional development for parents through the Learning Leaders program, as well as through workshops and training provided by both the Parent Coordinator, the Network, and the Parent Association. Several evening workshops are planned in mathematics and literacy throughout the course of the year—January and March)

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

Every effort is made to attract, keep, and develop high qualified teachers. The principal:

- Networks with principals of other well-developed schools within her district and empowerment network.
- Maintains contact with the school's ISC to learn of available teacher candidates.
- Follows up on referrals from highly qualified teachers within the school.
- Uses resources and the school's small size to entice candidates.
- Provides training, supplies, and learning resources to retain teachers.

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

The school is aligning itself with parent education services provided through the DOE Adult and Continuing Education Department. It is the school's hope that through advertising and word of mouth parents will avail themselves of ELL classes, GED classes and other learning opportunities. New this year is our involvement in Cool Culture and its *Literacy Without Walls* program. This program encourages and supports parents in grades Pre-Kindergarten and Kindergarten with free family passes to cultural institutions throughout the city. Additionally, the school's new partnership with a PENCIL Principal for a Day from Scholastic Inc. looks to provide literacy support and training for many of our parents through evening workshops and events.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school's pre-k social worker assists in this transition, as does the AIS teacher, the Parent Coordinator, and the Parent Association. Assisting these individuals and providing invaluable assistance to new parents is the school's supervising school aide who is fluent in Spanish, and a long-standing member of the community. This latter individual makes extensive outreach during the summer and throughout the school year to parents from both St Mark's and other neighborhood pre-schools.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Scheduling changes and additional staff provide teachers with opportunities for collaboration and decision-making, as do faculty conferences and school leadership team meetings. Consequently, teachers conduct reading running records 3-4 times a year, as well as baseline, mid-line and end line assessments in writing, marked to teacher created rubrics. They make use of Ed Performance and Acuity information, analyze Everyday Math unit assessments and create their own genre-based summative assessments aligned with new curriculum maps.

Using data from the above instruments they make decisions about the next steps needed for children above-at-below benchmarks.

9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

The school's small size makes the identification of children performing below grade level standards a straightforward and timely process. Providing assistance that will best help these students is the crux of the matter. Some of these students enter the school several grade levels behind. Others have academic needs that require intervention services not available at the school. Still others are from immigrant families struggling with both language and economic issues.

The school tries very hard to work with all identified and at-risk children using a variety of programs and intervention strategies. There are two Academic Intervention teachers—one servicing children on grades K-2 using Foundations Double Dose and the other servicing children on grades 3-5 using a variety of programs—Wilson, Lexia, Headsprout, and Rewards. Both teachers use built-in assessments from these programs to identify specific needs and to make adjustments when progress is not evident (after a 6 week cycle).

10. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**
- The school's DOH nurse addresses health issues through asthma classes for children in grades 3-5.
 - The school's Title 1 monies are used to provide clothing, school supplies, and other monetary assistance to children living in temporary housing situations or struggling under difficult economic conditions.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title 1 ARRA SWP	Federal	Yes			\$44,094	X	p. 17
Title 1 SWP	Federal	Yes			\$181,817	X	pp. 17, 20, 24, 27
Title 1 Translation Services	Federal	Yes			\$376	X	p. 46
TL Fair Student Funding	City	Yes			\$1,001,872	X	pp. 17, 29

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

One student, a 2nd grader was identified as a student in temporary housing in the Winter of 2009. The school has made outreach to this parent and she knows that the school continues to be there to provide support when needed.

2. Please describe the services you are planning to provide to the STH population.

The school uses Title 1 funds to help parents in temporary housing to purchase school uniforms and supplies. These same funds help pay for class trip fees, replacement book costs, and assistance with the cost of enrollment in the school's own after school program, when necessary. They support parent involvement and the purchase of supplemental instruction materials for student.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 245					
District:	22	DBN:	22K245	School		332200010245

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	17	18		93.7	94.9	94.0
Kindergarten	41	38	39				
Grade 1	33	39	40	Student Stability - % of Enrollment:			
Grade 2	33	35	41	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	15	29	37		94.3	93.5	98.9
Grade 4	23	25	31	Poverty Rate - % of Enrollment:			
Grade 5	25	22	21	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		55.3	81.8	90.1
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	1	5
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	0	0
Ungraded	0	4	5				
Total	188	209	232				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	11	11	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	16	15	17				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	24	20	TBD	Number of Teachers	14	13	16
# ELLs with IEPs	0	5	TBD	Number of Administrators and Other Professionals	5	5	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.3	76.9	75.0
				% more than 5 years teaching anywhere	64.3	61.5	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	85.0	87.5
American Indian or Alaska Native	0.0	0.5	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	81.9	79.9	70.7				
Hispanic or Latino	13.3	17.2	28.0				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.4				
White	0.0	1.0	0.9				
Male	47.3	46.4	46.6				
Female	52.7	53.6	53.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	61.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

P.S. 245 SCHOOL PARENT COMPACT

P.S. 245, and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school compact is in effect during the school year 2010-2011.

School Responsibilities

P.S. 245 will:

- 1.) Provide high-quality curriculum and instruction in as supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The school is involved in curriculum writing in Literacy. This effort is being made under the direction of the school's AUSSIE consultant and attempts to align curriculum more closely with NYS ELA standards for reading, writing, speaking, and listening. It also hopes to promote rigorous instruction and ensure a unified approach to learning across the school.

- 2.) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Fall Conference – Day and Evening Conferences November 9, 2010
1:00 – 2:50 p.m. & 6:00 – 8:30 p.m.

Spring Conference – Day and Evening Conferences March 15, 2011
1:00 – 2:50 p.m. & 6:00 – 8:30 p.m.

- 3.) Provide parents with frequent reports on their children's progress.

- Parents receive 3 report cards during the school year. These report cards are presented at the Fall and Spring parent-teacher conferences and on the last day of school in June.
- Additionally, parents receive 3 interim school progress reports that are mailed home to parents in October, January, and May. These reports provide parents with important information relative to their child's learning needs. The reports provide parents with reading, math and writing goals for their children, as well as provide information about homework, class participation and behavior.
- Teachers are provided with Parent-Communication folders to encourage and facilitate communication with parents. The teachers are expected to log in occasions when they called, phoned or met with the parents of children in their class

- 4.) Provide parents reasonable access to staff.

The principal maintains an open door policy and is available to meet with parents at

various times throughout the day. Teachers are encouraged to maintain open lines of contact with parents, and every effort is made to accommodate parents' work/child care schedules when setting up appointments. Staff is available to meet with parents before school, after school, and during the school day, whenever possible.

- 5.) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to serve as volunteers at the school. A letter is sent home at the beginning of every year explaining the school's volunteer/visitor policy. They are:

- a) Invited to Meet the Teacher morning and evening meetings at the beginning of the school year.
- b) Invited to Parent Information Nights where important curriculum/testing information is shared in early Fall.
- c) Encouraged to chaperone class trips and they receive invitations to the school's Unity Walk, Holiday Festival, Black History Month Celebration, Poetry Slam and Award's Night.
- d) Assist staff with lunch in the school's cafeteria.
- e) Encouraged to receive training as a Learning Leader and enjoy sustained involvement with the school in a focused way.
- f) Invited to evening Literacy and Mathematics workshops.

Parent Responsibilities

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

- Monitor attendance.
- Ensure that my child is in school promptly by 8:30 a.m. each day and is prepared for learning.
- Make sure that homework is completed.
- Read together with my child on a regular basis.
- Promote positive use of my child's extracurricular time.
- Monitor the amount of television and video-game playing that takes place at home.
- Set high expectations for my child and offer praise and encouragement for achievement.
- Be aware of and follow the rules and regulations of the school, as well as those set forth in the Department of Education's Discipline Code.
- Volunteer in my child's school.
- Participate, as appropriate, in decisions relating to my child's education
- Stay informed about my child's education by reading all notices received from the school.
- Maintain open lines of communication with the school, regarding the education of my child.
- Read all notices from the school, received by my child or by mail, as appropriate.
- Attend and participate in Parent Association meetings and pay yearly PA dues.
- Participate in school activities/functions, including meetings and workshops.
- Participate actively in CDEC meetings and President's Council meetings.
- Support school improvement by participating in school fund-raisers.

P.S. 245 SCHOOL PARENT INVOLVEMENT POLICY
2010 -2011

Parent Involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school performance. P.S. 245 recognizes that parent involvement is central to the success and achievement of its students. It sees the educational process as a joint effort among school, parents and the community, and it carries out its programs, activities and procedures with parents in mind. It strives to ensure that parents:

- Play an integral role in their children's learning
- Are encouraged to be actively involved in their child's education at the school
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

As part of its parent involvement efforts the school makes every effort to:

- Put into operation programs, activities, and procedures for the involvement of all parents of Title 1 eligible students consistent with federal laws. This includes the development and evaluation of policy. All programs will be planned and operated with meaningful consultation with the parents of participating children.
- Provide opportunities for parents to be involved in activities that support the improvement of student academic achievement and school performance. This includes the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. To facilitate such involvement the school will provide information and school reports required under state law in an understandable and uniform format, including alternative forms upon request, and, to the extent practicable, in a language parents understand.
- Build the school's capacity for strong parent involvement.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the school. Decide at that time what barriers prevent greater participation of parents in Title 1 related activities.
- Involve the parents of children served in Title 1, Part A program(s) in decisions about how the Title 1, part (A) funds reserved for parental involvement is used.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First 531	District 22	School Number 245	School Name P.S. 245
Principal Patricia A. Kannengieser		Assistant Principal	
Coach Maura Kahn		Coach Ama Willock	
Teacher/Subject Area Susan Slome/ESL		Guidance Counselor	
Teacher/Subject Area Earl Terrill/Special Ed		Parent Evlyn Fergus/ELL liaison	
Teacher/Subject Area		Parent Coordinator Nirva Moise/HC Translator	
Related Service Provider Inessa Melnik/Speech		Other N. Grandel/Spanish Translator	
Network Leader Althea Serrant		Other A. Fernandez/Bilingual para.	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

C. School Demographics

Total Number of Students in School	233	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	9.87%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Taste response to questions 1-6 here Part II. ELL Identification

1. Describe the steps followed for the initial identification of ELLs.

At registration, all parents are required to complete a Home Language Survey form. If 3 questions are answered in a language other than English the student is eligible for LAB-R testing. This will determine which students have limited English proficiency. An informal interview is conducted in English and the native language. The bilingual school secretary and the licensed ESL teacher conduct the interviews. The LAB-R is administered by the certified ESL teacher. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) within 10 days of enrollment. The LAB-R results will determine whether students are entitled to bilingual/ESL programs and services. The student's level will be designated as beginning, intermediate or advanced. The New York State English Language Achievement Test (NYSESLAT) – is administered each spring to measure English Language Arts proficiency levels (i.e. beginning, intermediate or advanced). Proficiency levels determine the requirements for ESL instruction. Beginning and Intermediate students receive 360 minutes/week of instruction, Advanced students receive 180 minutes/week of instruction.

2. How do you ensure that parents understand all three program choices?

Parents are notified in their home language of a meeting set up by the Parent Coordinator. The meeting introduces and describes the programs using the Orientation Video from the Department of Education. Parents then complete a form to select their program choice. The Program Selection form is kept on file in the ESL office and is also placed in the student's cumulative file. Parents are given the opportunity to advise us in advance if they need translation services in the form of an interpreter for meetings or events.

3. How does your school ensure that entitlement letters are distributed and Parent Survey and Program Selection forms returned?

The translated forms/letters in the parent's requested language are sent home. If a response is required and not received the Parent Coordinator and/or bilingual secretary calls the parent at home. A full exchange of phone numbers is completed between these individuals to ensure communication. Calls and outreach are ongoing, and within a short time frame, we look to see an improvement in the returning of required forms and letters.

At the start of the school year the ESL teacher, the bilingual secretary and the Parent Coordinator establish a master list of the parents who need translation services so that the school can continue to provide these services to them. The ESL teacher will also articulate with the classroom teacher to ensure that parents are responding to letters, notices and general communication.

4. Criteria and Procedures for placement.

Eligible ELL students are placed in a Pull-out/Push-in ESL program according to the parent's choice, the classroom teacher's expertise, and the program needs. Scheduling is developed in conjunction with the principal, classroom teacher and ESL teacher.

5. Trend in program choices.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend at P.S. 245 has been for English as a Second Language. In 2010-2011 6 out of 6 parents selected ESL after viewing the Orientation video and attending the parent meeting. At the present time, only a freestanding Push-in/Pull-out ESL model is offered at P.S. 245. If the parent chooses another program, every effort is made to find a suitable program at another school and the parent is given the opportunity to visit that program and make a final decision.

6. Alignment.

Based on this survey and parent preference we have a Pull-out/Push-in ESL program to service the needs of our ELL students. This program is aligned with our parents' requests.

Part III: ELL Demographics

A. ELL Programs

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	19			4		2					23
Total	19	0	0	4	0	2	0	0	0		23

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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	6	5	6	0	1	2								20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1	2											3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	6	6	8	0	2	2	0	24						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Delivery of Instruction:

The total ELL population represents 10% of the students in P.S. 245. Mainstream classes are heterogeneously grouped and ESL instruction is delivered through a combination Pull-out/Push-in model. Freestanding ELL students are taught English with native language support, where necessary. Pullout ELL students spend the majority of their day in an English-speaking classroom supplemented by English-focused instruction

in a small group. The ESL teacher plans with the mainstream teacher to ensure content alignment.

2. As mandated, all beginning and intermediate ELLs receive 360 minutes per week of ELL instruction by a certified ESL teacher in a pull-out program. This is supplemented by the extended day program and services provided by the AIS team. ELL instruction is delivered small groups with a focus on English language objectives, and a strong emphasis on reading and writing strategies. Advanced ELLs receive 180 minutes per week in the same manner. Transitional ELLs are similarly supported.

3. Content instruction:

Push-in model: The ESL teacher works with ELLs during content instruction to provide language acquisition and academic vocabulary support (Math, Science, Social Studies, Art).

Pull-out model: ELL students are brought together and offered Science and Social Studies instruction supplemented by trips, appropriate to their grade level. Math concepts and problems are enhanced with definitions and vocabulary clarifications.

4. Differentiated instruction:

A. At the present time P.S. 245 has no SIFE students. If and when it does, the program will target early literacy skills, and the development of oral language proficiency. The instruction will begin at the student's level. To start with, the alphabet and phonetic skills will be taught. A great deal of emphasis will be put on listening and speaking so that the student will understand the basic sounds of the language. Additionally, the four modalities will be addressed:

Speaking : Sentence completion, Storytelling, Picture Description, Social Interaction

Listening: Initial Sounds, Picture Identification, Scenarios.

Reading: Picture Identification, Picture Identification with Scenarios

Writing: Initial Sounds with Picture clues, Blends and Diagraphs, Ending sounds with picture clues, Word Identification, Using correct Syntax, Copying sentences, Dictated Letters, Dictated sentences, Picture Descriptions.

B. Newcomers: Instructional materials for the school's ELL students who are in US schools less than 3 years focus on English Language development. They include materials that are rich in visuals, maps, and include content from a multicultural world. There is a strong use of realia to demonstrate and explain concepts. Language acquisition instruction is linked to content instruction in Social Studies, Science and Math and includes the use of illustrated word walls. In addition, the Science and Art teachers use illustrated word walls to emphasize content vocabulary grouped by concept. Classroom teachers make use of Illustrated Science and Technology Dictionaries and Illustrated Math Dictionaries. Native speakers, literate in their home language, use bilingual dictionaries and trade books. Technology: The BBC English website School House Rock videos illustrate grammar and usage in an engaging manner. One More Story is a children's illustrated and audio literature website.

C. 4-6 years of service: These students are usually first generation Americans and speak fluent English but hear a second language at home. Programs have been developed to improve their understanding of idiomatic phrases and other English expressions, which may not come naturally to them. This is also developed through content area instruction and via articulation with the mainstream teacher.

D. At the present time P.S. 245 has no long term ELL students, but if and when we do, differentiated instruction will follow the Common Core State Standards developed for English Language Arts, including English Language Learners. To assure English Language Learners meet high academic standards and become proficient and literate in English, emphasis will be placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning will take place most successfully through meaningful participation in the content areas. Support services will specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived English language learners and as such they need to be in separate groups from the newcomers. Long-term English learners need to focus on literacy in English rather than on the development of oral language. Content – such as math, science, and social studies – that focus simultaneously on content and literacy learning are essential. For example, focus may be put on higher order thinking skills such as comparing and contrasting, in science, social studies, math and art. All teachers must be both language and literacy teachers and be prepared to teach language through content.

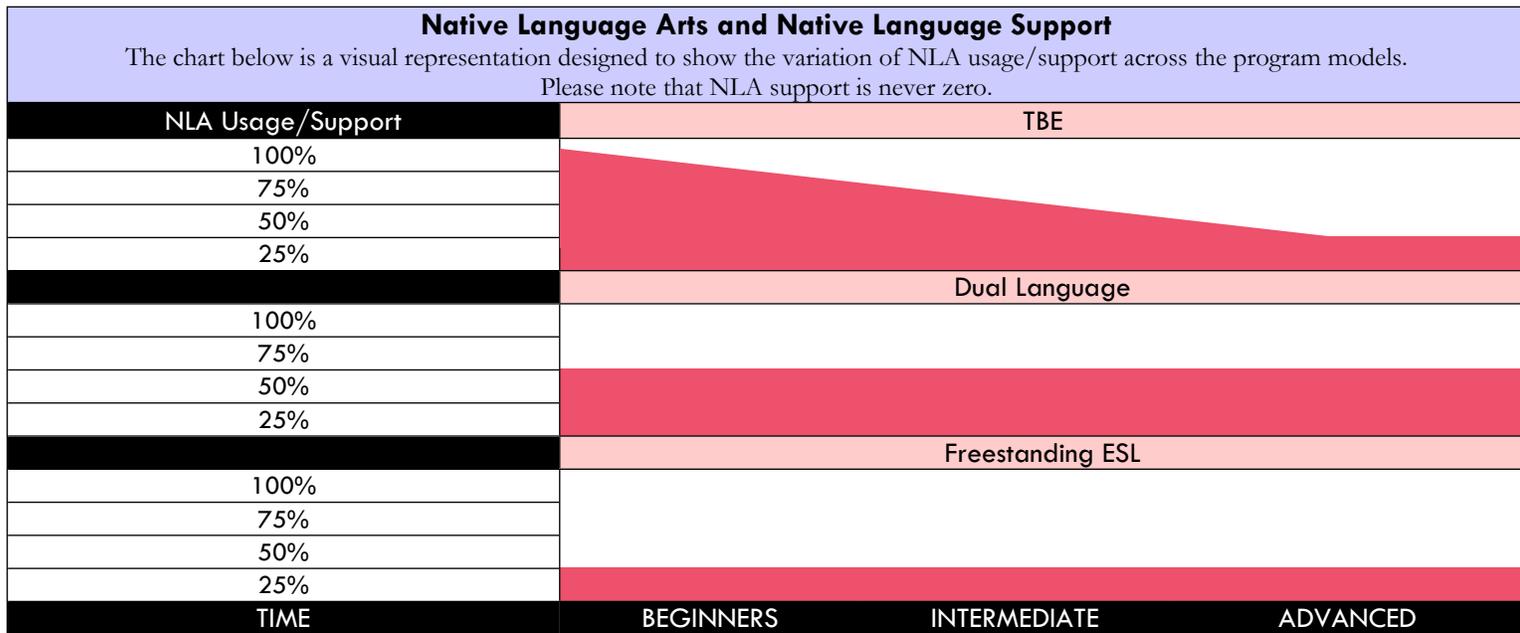
E. ELLs with special needs (in 4th Grade). For at-risk ELL students, high quality instruction includes authentic purposes for listening, speaking, reading, and writing across the curriculum. Immersion in a variety of reading and writing experiences to reinforce essential English and literary skills. These students are included in the extended day program.

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Targeted Intervention is provided for all ELL students who require supplemental services to achieve proficiency in NYS standards in language arts and mathematics. The NYS ELA and NYC Acuity test results demonstrate that some ELLs are weak in the following higher order literacy skills: finding the main idea, sequencing, drawing conclusions and making inferences. In an effort to address these weaknesses, these students are invited to attend extended day activities twice a week (Tues/Thurs) from 2:50 to 4:05 p.m. Extended day literacy activities include an emphasis on academic vocabulary development, and mastery of writing skills and include preparation for the NYSESLAT in the spring. Extended math activities include an emphasis on math definitions and vocabulary development coupled with problem solving strategies. During AIT meetings, ELL data (ELL periodic assessment, Acuity, running records, Everyday Math unit assessments, classroom tests/quizzes, etc.), which describe the individual progress of ELL students, is discussed and used to determine the next steps for these students.

Targeted programs and intervention strategies used include the following: (offered in English only at this time).

- *Classroom Literacy Support: push-in teachers provide small group instruction to at-risk students during guided reading in the morning.
- *Morning program: (grades 3-5) provides additional instruction in literacy, mathematics and science for 5 weeks prior to the NYS tests in these subject areas; (grade 2) provides reading comprehension strategy support.
- *Wilson (grades 3-5): provides decoding and word attack strategies.
- *Foundations (grades K-2): provides phonics, decoding and word attack strategies. Additional instruction, Double Dose, provided 3 times a week to ELL students most at-risk
- *Headsprout Comprehension: provides increased comprehension assistance via the internet. Program may be accessed during the school day or at home. May be used as a center assignment during guided/independent reading.
- *New Heights: provides support in both fluency and comprehension. May be used as a center assignment.
- *McCall Crabs: addresses targeted literacy skills including inferencing via 1-1 instruction.
- *Lexia Phonics: strengthens decoding skills via a computerized program.
- *Soar to Success: supports the acquisition of comprehension strategies.
- *Rewards: supports the decoding of long words for children in grades 4/5. Works to increase oral and silent reading fluency.

Science: 4th grade ELLs work to improve their science skill through hands-on/inquiry-based learning experiences in our new science lab. Additionally, the supplement these activities with visits to the Environmental Center for enhanced learning experiences.

Social Studies: 5th grade ELLs work to improve their analytical skills by analyzing primary documents and other pertinent historical information. Additionally, the NY Historical Society provides workshops geared to hands-on visual learning, but also aligned to the 5th grade social studies standards. A combination of textbooks and trade books comprise the social studies curriculum on 5th grade. The trade books are across many reading levels and there are many picture books in the collection.

At-Risk services for ELLs are provided by the school psychologist, Ms. Maria Ramos and the school social worker, Ms. Finley.

6. Staff has identified a category of students (ESL2) for additional support. These transitional students need help in developing , applying and retaining academic vocabulary. They are included in all supplementary instruction that the school offers.

7. New Programs:

*Headsprout Comprehension - replaces Headsprout Early Intervention because our older ELL learners are weakest in the area of comprehension. Phonics, decoding and work attack issues in the early grades are now addressed by Foundations and in the upper grades by

Wilson.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste the answer to questions 1-5 here.

PS 245 does not offer a Dual Language Program at this times.

explain concepts that are abstract and difficult to understand; sheltered English is provided for Science and Social Studies texts; graphic organizers and scaffolding support students' work in dyads and triads; charts are used to break down content.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support:

1. ELL workshops are conducted during the chancellors professional development days to meet both the 7.5 hours of mandated training for mainstream teachers and the 10 hours of training for special education teachers. Topics covered include: Academic Vocabulary, Developing English Language Acquisition through Content Instruction, Using Data for Planning and Instruction for ELLs, Connecting ELL Data to Achievement. Additionally, grade and faculty conferences are also used for professional development and staff is encouraged to attend QTEL training through the year. Finally, every effort is made to include ELL professional development twice a year during the schools' bi-monthly grade level planning sessions for teachers.
2. ELLs in 5th grade visit the zoned Intermediate school and meet with teachers and the principal. Additionally, the bilingual secretary makes extensive outreach to parents of articulating ELL students to ensure that they are advised about intermediate schools that can best support their students' language needs.
3. Please see answer to question # 1 above.

- September: Academic Vocabulary

E. Parental Involvement

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

Paste response to questions 1-4 here.

Parental Involvement:

1. ELL parents participate in Family Literacy and Math Workshops, attend class trips, are involved with enrichment performances and volunteer to assist with special events such as the Unity Walk and Penny Harvest Drive. Monthly Parent Association (PA) meetings are conducted in both English and Spanish. All ELL parent workshops promote the development of English language literacy at home.
2. The school has partnered with Scholastic Inc. to provide literacy support in the form of Read and Rise Literacy nights. Scholastic will provide all information in both Spanish and Haitian Creole. In the spring we are looking to partner with the DOE's Adult Learning organization to offer ESL instruction during the day to the parents of our ELL students. In September and October Orientation meetings were conducted for ELL parents to introduce them to the school, the curriculum and other extracurricular events. In November, there will be a meeting to acquaint them with the assessments scheduled for this year.
3. Translators are available as needed. They call parents to inform them about upcoming events as well as to inquire if additional services are needed for the parent's successful participation and involvement in the school community.
4. Since the attendance of ELL parents at school events is on the rise, we can safely deduce that our parents' needs are being met, and that the school's translation policy and communication efforts are effective.

to inform them about upcoming events. If the attendance of ELL parents increases, then we will know that our school translation policy is effective. Their presence and involvement are an indicator of progress.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	1	0	0	1								4
Intermediate(I)	0	2	3	0	2	1								8
Advanced (A)	0	2	3	0	0	0								5
Total	0	6	7	0	2	2	0	0	0	0	0	0	0	17

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3							1		1
4	1				2				3
5									0
6									0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here.

Assessment Data:

- Early Literacy:** Results on Fountas and Pinnell in June 2010 showed that in Kindergarten 7 ESL students placed at reading level “C” and in 1st Grade 2 ESL students placed at reading level “J” and 4 ESL students placed at reading level “K”. These results dictate that future instructional plans focus on Rhyme Generation, recognizing writing and spelling in conjunction with an ESL program rich in visuals to improve vocabulary development and reading experiences. Additionally, improve writing skills with “free writing” rather than with the use of graphic organizers and structured activities.
- Data Patterns across proficiency levels revealed that listening comprehension and writing skills need to be strengthened. This can be accomplished with scaffolds or temporary supports such as: sentence stems and picture word banks with relevant vocabulary and phrases (to improve language acquisition).

Patterns revealed across NYSESLAT modalities determined that instructional emphasis be placed on receptive listening through:

*ESL is the only program offered in P.S. 245. At the present time Native Language exams are not administered.

3. In Mathematics student results indicate that attention must be paid to solving word problems in math. Additional support may include: word definitions, graphics, definitions of key phrases and the use of a math dictionary.

4. Results of the ELL periodic Assessments indicate the need for differentiated instruction to: 1) increase listening comprehension, 2) continuously check for aural skills, 3) increase difficulty in reading selections, and 4) withdraw audio supports. These assessment results determine which ELL students need better support and additional help such as AIS.

Presently 5 ELL students in Grade 2 need AIS in 2010-2011; 2 ELL students are in a 12:1:1 class in Grade 4.

5. P.S. 245 does not have a Dual Language program.

6. Success for ELL students is evaluated by the ability of the student to function in his/her mainstream class. Can the student master the more complex academic language and content of the mainstream class? The teacher's assessments of the ability to read, write and comprehend English as well as their proficiency on tests of academic content determine whether or not the student will advance to the next grade level. In the Spring 2010, 20 of 21 students advanced to the next grade. There was one holdover in Grade 2. Some ELL students exceeded their classmates on the results of the ELA and Math standardized tests.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here.

Results of the Spring 2010 NYSESLAT tests showed that 7 out of 21 students scored Proficient.

Grade 1 2 students,

Grade 2 2 students,

Grade 3 2 students, and

Grade 4 1 student.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/10
	Assistant Principal		
	Parent Coordinator		10/14/10
	ESL Teacher		10/14/10
	Parent		10/14/10
	Teacher/Subject Area		10/14/10
	Teacher/Subject Area		10/14/10
	Coach		10/14/10
	Coach		10/14/10
	Guidance Counselor		
	Network Leader		
	Other		10/14/10
	Other		10/14/10
	Other		10/14/10
	Other		