



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 245

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K245

PRINCIPAL: PATRICIA A. KANNENGIESER **EMAIL:** PKANNEN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia A. Kannengieser	*Principal or Designee	
Valerie Shoenfeld	*UFT Chapter Leader or Designee	
Evlyn Fergus	*PA/PTA President or Designated Co-President	
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	
Anna Resker	Member/Paraprofessional	
Sandra Armstrong	Member/Parent	
Simone Lewis	Member/Parent	
Augusto Mejia	Member/Parent	
Vinnette Bartley	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

To strengthen teacher practice and improve teacher effectiveness by engaging in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice and improvement.

By June 2012 the principal will have conducted a minimum of 5 informal observations of all classroom teachers, using the Danielson rubric and focusing on questioning techniques and/or student engagement. In all instances teachers will be provided with written feedback, as well as have the opportunity to discuss the observation during a face-to-face meeting with the principal.

These observations will be in addition to formal, contractual observations.

Comprehensive needs assessment

- To address citywide expectations around strengthening teacher practice by examining and refining the feedback classroom teachers receive. This regular and effective feedback will help teachers know what effective teaching looks like, have a shared language to discuss what's working, and what needs to be improved, and know which actions to take to improve their practice.

Instructional strategies/activities

- Attend (principal) Charlotte Danielson professional development 2-day (8/9 and 8/10) workshop in Manhattan sponsored by BOCES.
- Purchase Charlotte Danielson's *Enhancing Professional Practice - A Framework for Teaching*.
- Attend (principal) Network 531 workshops:
 - 8/30 – Citywide expectations related to teacher effectiveness
 - 9/1 – Kim Marshall's Teacher Evaluation Rubrics
- Set agenda for Chancellor's Professional Development Day on September 8 to include:
 1. Distribution of citywide expectations around teacher effectiveness.
 2. Distribution of Danielson's revised rubrics
 3. Reflections & feedback on teacher videotape using Danielson rubric protocol
- Conduct first round of informal observation of teachers during week of September 19th. Feedback includes both written feedback and short conference. Teacher response to recommendations/commendations included in template.
- Include further reference to short, frequent, observations of teachers focused on **questioning and student engagement** in October Faculty Conference notes. Re-distribute Danielson's Questioning and Engagement rubrics to teachers at conference.
- Use rubric and domains to help teachers set personal goals and determine professional development needs.
- Incorporate teacher self-assessment into second round of informal observations to encourage self-reflection.
- Design visual model for BIG IDEAS found in questioning and engagement rubric. Enlarge via poster machine for display in principal's office.

Teacher Center mathematics teacher conducts Wednesday staff development for teachers in grades K-2 and 3-5. Study groups focus on higher order questioning techniques and the use of effective questioning to engage 'all' students in mathematics' learning, using the book **Good Questions: Great Ways to Differentiate Mathematics Instruction**. Work to be included in Inquiry Team mathematics' effort.

AUSSIE consultant includes development of high cognitive level questioning into bi-weekly planning meetings with teachers in effort to help teachers

deepen student understanding of content and increase comprehension.

Strategies to increase parental involvement

- **Providing materials and training to help parents work with their children to improve their literacy achievement level:**
 1. Through involvement with Scholastic Inc, our PENCIL partner, the school is offering a total of three (3) literacy workshops for parents. The first workshop is slated for 12/1, the second for sometime in March, and the third for sometime in May. These workshops will offer parents an opportunity to connect with other parents, exchange ideas around literacy learning at home and obtain up-to-date information on how best to help their child in reading and writing.
- **Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:**
 1. Custom-designed school Progress Reports are mailed home three (3) times a year –October, January and May to provide parents with timely and important information about their child's progress/growth in school. These reports provide parents with reading, writing and mathematics goals for their child, a Fountas & Pinnell reading level, as well as other information about homework, and behavior.
 2. Classroom teachers make outreach calls to parents when their child is absent from school three (3) or more days.
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:**
 1. School messenger announcements are now sent in both English and Spanish, as are major memos and school invitations.
 2. Translators are available on a daily basis to handle both parent calls and school visits from Spanish-speaking parents, and the PA President conducts all monthly meetings in both English and Spanish.
 3. All DOE communication is requested and received in English, Spanish and Haitian-Creole.
 4. A Sign Language interpreter has been scheduled to assist a parent with speech/hearing impairments.
- **providing assistance to parents in understanding the new Common Core State Standards and the NYS Assessments**
 1. Literacy and math workshops are held for parents of children in grades 3, 4, and 5 to ensure familiarity and understanding of the new standards and the NYS assessments in literacy and mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

The school makes every effort to attract, keep, and develop high qualified teachers. The principal:

- Networks with principals of other well-developed schools within her district and network 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 attract candidates.
- Schedules 90-minute bi-weekly planning block to allow grade level teachers to meet with AUSSIE literacy and math consultants.
- Sends teachers/staff to professional development offered by the Network, District, and/or DOE.
- Sends teachers/staff to professional development provided by outside vendors, including, but not limited to Math Solutions, Exemplars, Tequipment, Renzulli Learning, using FSF and Title 1 monies.

Additionally, SBO provides for 50 minute block dedicated to professional development of staff:

- Teacher center teacher provides monthly content-focused workshops in mathematics.
- AUSSIE literacy consultant supports Inquiry Team literacy focus.
- IEP/AIS Teacher conducts AIS monthly meetings with teachers.

Service and program coordination

- 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.

Budget and resources alignment

- Principal
- Network Support
- Teacher Center Mathematics Assigned Teacher – **TL Fair Student Funding**
- AUSSIE Literacy Consultant – **Title 1 Funding**
- Professional Development materials – **TL Fair Student Funding**

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Strengthen student work by engaging them in cognitively demanding tasks in an effort to prepare students to be college and career ready.

By June 2012 all students in grades PREK- 5 have been engaged in one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core, and marked to a teacher-created rubric.

Comprehensive needs assessment

- To address citywide expectations around strengthening student work by engaging all students in rigorous tasks, imbedded in well-crafted instructional units that are aligned to the Common Core. The goal is to support student development along the continuum of college and career readiness.

Instructional strategies/activities

- **Use Chancellor's Professional Development Day** on 9/8 to examine grade specific tasks (grades 1, 3, and 5) downloaded from DOE webpage. Teacher teams mark tasks to rubrics and share ratings with staff. Teacher teams compare ratings to annotated student work and discuss.
- **Download all literacy units and tasks** for grades K-5 from DOE website and disseminate to teachers. Include memo outlining new DOE expectations for 2011-2012 school year—specifically engagement of children on all grades in one literacy task and one math task.
- **Continue bi-weekly 90-minute planning block** to allow teachers, with assistance from AUSSIE consultant, to focus on development of grade specific literacy tasks. September 28th and October 5th meetings reflect this agenda for grades K-2 and 3-5 respectively in literacy.

LITERACY TASK - Overview

Teacher teams on each grade level, under the guidance of the school's AUSSIE literacy consultant, exam curriculum units and tasks from DOE webpage to evaluate rigor and depth of maps and to understand how literacy tasks are embedded in a unit. These same teams design tasks to include in the school's current literacy curriculum units. DOE units and tasks serve as resources for this work.

Ongoing work around literacy task development includes:

- Alignment of literacy curriculum maps to CCSS
- Adjustment of maps to reflect 50% non-fiction focus on grades 3-5.

Planning/Design

- Choose non-fiction curriculum units within which to develop an engaging task.
- Develop a task around reading and analyzing informational texts.
- Develop task-related rubrics, aligned to CCSS and reflecting increased rigor.
- Design/Develop pre-assessment tasks on grades 3-5. Taken together pre/post assessment tasks reflect degree of student learning (growth) within unit of study.

Implementation

- Administer pre-assessment task and mark to newly revised and CCSS-aligned rubric to determine a baseline for student learning.
- Roll out task as part of chosen curriculum unit.
- Mark tasks (post unit study) against rubric to determine growth in student learning relative to curriculum unit goals/BIG IDEAS.
- Use pre/post assessments comparisons to reflect upon rigor of unit, teacher effectiveness and student learning.
- Second round of running records serve as further indicators of student growth and learning.

MATHEMATICS TASK - Overview

Teacher teams on each grade level examine mathematics tasks from DOE webpage to evaluate rigor and to discuss how/where tasks can be embedded into an Everyday Math curriculum unit.

Teacher teams adopt DOE tasks (or tasks similar to DOE tasks) to embed within the EM units, making changes to curriculum units when necessary.

Ongoing work around mathematics task accomplishment includes:

- Alignment of Everyday Mathematics curriculum with CCSS, downloading new lessons and additional resources from Everyday Mathematics website, www.mheonline.com/emcrosswalk. These materials help ensure compliance with CCSS.

Planning/Design

- Identification of Everyday Math curriculum unit within which to embed the grade specific task.
- Incorporation of a task that requires students to demonstrate their ability to model with mathematics, into EM curriculum unit along with corresponding rubric.
- Design/Develop pre-assessment tasks on grades 3-5. Taken together pre/post assessment tasks reflect degree of student learning (growth) within unit of study.

Implementation

- Administer pre-assessment task and mark to CCSS-aligned rubric to determine baseline for student learning.
- Roll out task as part of chosen curriculum unit.
- Mark tasks (post unit study) against rubric to determine growth in student learning relative to curriculum unit goals/BIG IDEAS.
- Use pre/post assessments comparisons to reflect upon rigor of unit, teacher effectiveness and student learning.
- Use corresponding EM unit assessments as further indicator of student growth and learning.

END OF YEAR

- Reflect on task accomplishments—literacy and mathematics, across all grades, using rubrics.
- Continue alignment of literacy curriculum maps with CCSS; continue alignment of Everyday Math curriculum units with CCSS making use of template designed for that purpose.
- Continue shift in curriculum maps from fiction emphasis to non-fiction emphasis.
- Make modifications, where needed to task development process.
- Develop and incorporate further literacy and mathematics” tasks into additional curriculum units.

Strategies to increase parental involvement

- **Providing materials and training to help parents work with their children to improve their literacy achievement level:**
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 4. A Sign Language interpreter has been scheduled to assist a parent with speech/hearing impairments.
- **providing assistance to parents in understanding City, State and Federal standards and assessments:**
 1. Literacy and math workshops are held for parents of children in grades 3, 4, and 5 to ensure familiarity and understanding of the NYS assessments in these subjects.

Strategies for attracting Highly Qualified Teachers (HQT)

The school makes every effort to attract, keep, and develop high qualified teachers. The principal:

- Networks with principals of other well-developed schools within her district and network 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 attract candidates.
- Schedules 90-minute bi-weekly planning block to allow grade level teachers to meet with AUSSIE literacy and math consultants.
- Sends teachers/staff to professional development offered by the Network, District, and/or DOE.
- Sends teachers/staff to professional development provided by outside vendors, including, but not limited to Math Solutions, Exemplars, Tequipment, Renzulli Learning, using FSF and Title 1 monies.

Additionally, SBO provides for 50 minute block dedicated to professional development of staff:

- Teacher center teacher provides monthly content-focused workshops in mathematics,
- AUSSIE literacy consultant supports Inquiry Team literacy focus
- IEP/AIS Teacher conducts AIS monthly meetings with teachers.

Service and program coordination

- 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.

Budget and resources alignment

- AUSSIE Literacy Consultant – **Title 1 Funding**
- AUSSIE Math Consultant – **Title 1 Funding**
- Teacher-**Center Mathematics teacher** – **Title 1 Funding**
- F-Status Teacher – **School Support Supplement**

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve performance of general education and part-time special education students in literacy in grades 3-5 on Interim and NYS assessments.

By June 2012, the number of general education and part-time special education students performing on grade level will increase by 5-7% as measured on Interim and NYS literacy assessments.

Comprehensive needs assessment

The school's 2011 Progress Report showed that only **50 %** of the students in grades 3, 4, and 5 scored at levels 3/4 on the 2011 NYS ELA assessment (negligible improvement over 2010). While this does not accurately reflect the school's overall performance—61.7% of the students on 3rd Grade and 62.5% of the students on 4th Grade scored at these high levels, while only 29% of the students on 5th grade scored at these levels, children on all grade levels struggle to become proficient readers and writers. They score high in decoding, but struggle with comprehension. Additionally, they lack a sophisticated vocabulary repertoire and have difficulties with complex analysis of text. Making matters particular difficult is the disparity between current students and students who are new to the school this year, in terms of their literacy ability. This year, of the 31 new students on grades 1-5, 45.1% (14 students) were reading 1-2 years below the grade level. This presents a real challenge to classroom teachers who must struggle to meet the needs of these students while at the same time addressing the needs of the children both at and above grade level in reading.

In light of this data, the school continues to address literacy progress, growth and performance.

Instructional strategies/activities

- **SBO** provides 50 minute block of time on Wednesday afternoons for:
 1. Inquiry Team Meetings (Literacy Focus) once a month. AUSSIE literacy consultant facilitates at meetings for grades 3-5.
 2. Collection and analysis of literacy data—unit reading/writing assessments, running records, Ed Performance, Acuity, NYS practice tests, etc. Per session assistant data specialists provide ongoing support for teachers. They possess both technological and analytical skills and help teachers make sense of and display data.
 3. AIS Team Meetings – meet monthly to address literacy needs of children who are failing to meeting grades expectations (grades 3-5)
- **An Afterschool Reading Club** offers children a unique opportunity to work on their speaking and listening skills for one (1) hour every week under the direction of a paraprofessional trained in intervention strategies. Using Reader's Theater, the children put on skits based on fairy tales/familiar children's stories. Emphasis is on language development, oratory expression and fluency.
- **A Library** position is opened and is filled with a .5 cluster teacher. This permits children in grades 3-5 to visit the library and borrow books.
- **\$12,000 library funding** provides additional books—non-fiction and fiction for library shelves to support children on all grade levels in reading.
- **PENCIL Scholastic** affiliation provides focused literacy support for parents through a series of day/night workshops scheduled for

November, February and May. Goal is for parents to attend all 3 workshops in an effort to gain a better understanding of what practical ideas they can use to help their children become better readers.

- **Buddy Reading** between upper and lower grade classes—K and 3, 2 and 4, 2 and 5, etc. on Friday mornings during Independent reading allows older children to build literacy confidence through practice.
- **The Literacy Block format** supports literacy learning. It takes place daily between 8:15 a.m. and 9:40 a.m. It is comprised of the following components:
 1. Independent Reading- Supported by mini-lesson. TL monies used to purchase non-fiction classroom library books, 3-5.
 2. Guided Reading - Out-of-classroom staff push into classrooms to offer increased teacher-directed support.
 3. Shared Reading - Big Book Resources/SMART boards in all classrooms with wireless access.
 4. Read-Alouds - A minimum of 3xs a week—an integral part of effort to increase reading comprehension on grades 3-5.
 5. Word Study/Phonics - Wilsons
 6. Writing - Writing Workshop Materials/Support
- **Reading Tracker** allows teachers to track children’s progress (reading levels) across Fountas & Pinnell benchmark assessments while also providing Next Step insights for teachers.
- **AUSSIE literacy consultant** continues to provide literacy support and meets one day a month with teachers in grades 3-5 to assist in:
 1. Alignment of literacy curriculum maps to CCSS, adjustment of maps to reflect 50% non-fiction focus and 50% fiction focus and development of literacy tasks and teacher-developed rubrics.
 2. Inquiry Team work around Determining Importance and Summarizing and Synthesizing using books by Stephanie Harvey & Anne Goudvis.
 3. Professional Development for teachers new-to-the-school, to include, but not be limited to Guided Reading protocols, Running Record Assessment taking, and unit assessment development.
 4. Demonstrations/modeling of *read aloud*, *think aloud*, and *vocabulary development* in classrooms.
 5. Writing Workshop – classroom practices.
- **Bi-weekly 90-minute grade-level planning block** on Wednesday continues to be at the *heart* of much of the literacy work at PS 245. This special time in the week allows all teachers to collaborate and plan, look at student work, consider interventions and differentiated strategies and have ownership in the powerful work they do.

- **Numerous online programs and web applications** support classroom instruction and differentiation. They provide teachers with access to unlimited resources, enabling them ‘teach and reach’ all children. The programs include: *RAZ Kids, One More Story, Headsprout, Renzulli Learning, Education City, Rewards, Scholastic Magazine Online, Ed Performance*, etc.

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- **providing assistance to parents in understanding the new Common Core State Standards and the NYS Assessments**
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- Sends teachers/staff to professional development offered by the Network, District, and/or DOE.
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Additionally, SBO provides for 50 minute block dedicated to professional development of staff:

- Teacher center teacher provides monthly content-focused workshops in mathematics.

- AUSSIE literacy consultant supports Inquiry Team literacy focus.
- IEP/AIS Teacher conducts AIS monthly meetings with teachers.

Service and program coordination

- 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.

Budget and resources alignment

- F status teacher – **School Support Funding**
- AUSSIE literacy consultant - **Title 1 Funding**
- Online programs – **Title 1 Funding**
- Library Books – **TL NYSTL Funding & Title 1 Funding**
- Network Support
- PENCIL affiliation

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

All students in grades 3, 4, and 5 will show progress in modeling with mathematics, i.e., using mathematics to represent and solve authentic problems in our world.

By June 2012, 70% of students in grades 3, 4, and 5 move up at least one level in the “problem solving” area of the Exemplars standards-based math rubric.

(This goal is aligned with the work begun last year in the area of problem solving. While we will undertake some new initiatives this year to strengthen our ability to reach the goal, much of the work will build on what was begun last year.)

Comprehensive needs assessment

- The school demonstrated significant improvement in mathematics performance on the 2011 NYS Mathematics assessment. 69.8% of students in grades 3, 4, and 5 scored at levels 3/4. This represented a significant increase over 2010 results where only 49.3% of students on these grades scored at these high levels. Additionally, the 2011 mean student proficiency was at 3.33 compared with 2010's 2.97. In spite of these encouraging results, the school continues to push for increased improvement in problem-solving. Last year a CEP goal with a focus on problem solving in grades 1-5 produced positive results, but fell slightly short of the targeted number of 63% (104) of students receiving a grade of 3 or 4 on the skill set solves problems and explains solutions and strategies on the June report card. This year the school hopes to continue the work it began last year, aligning its work with citywide instructional expectations and college readiness preparation.

Instructional strategies/activities

- **Introduce Pearson ENVISION Mathematics program** on kindergarten grade. Continue use of Pearson mathematics program on grade 5.
- **Use problem-solving materials** (Investigations, Marilyn Burns) to support classroom instruction around discovery and critical-thinking in mathematics.
- **Continue alignment of Everyday Mathematics units/lessons to CCSS.** Use template specifically designed for this purpose.
- **Implement math centers** developed during Chancellor's June Professional Development day. Well-designed centers address the needs of low performing students as well as meet the needs of students performing at/above grade levels.
- **Use bi-weekly 90 minute grade level planning block on Wednesday** for upper/lower grade meetings with AUSSIE mathematics consultant. Consultant provides assistance in CCSS alignment of Everyday Math program and guides teachers in development of mathematics tasks that are aligned with common core and embedded in EM units.
- **Continue '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 grades 2 & 3 to use **Mind Research Institute software –JJI** (funded through a grant) with the intention of elevating math achievement and improving problem-solving skills for all students on this grade.
- **Stress writing mathematics** in grades 3-5, using newly purchased math journals. Children reflect on their problem solving work and explain/justify their solutions and write about strategies.

- Continue to include **extended problem-solving activities** as part of daily mathematics homework on grades 3-5.
- **Use games, computer programs, and web-based applications** to differentiate as well as engage students in mathematics learning—TIMEZ (multiplication) National Library of Visual Manipulatives (NLVM), RENZULLI Learning, NCTM, JIJI, etc. Incorporate SMART Board
- **Teacher Center Teacher Assigned Math specialist** begins study group as part of Inquiry Team agenda. Focus is on questioning in mathematics using a variety of resources—Good Questions, Great Ways to Differentiate Mathematics Instruction, Exemplars video, and Developing Essential Understanding Rations (NCTM).
- Offer teachers the opportunity to participate in mathematics professional development offered by outside organizations and the CEI-PEA Network—Everyday Mathematics
1-day common core workshop, RTI Mathematics workshop series, Exemplars Number Sense 2-day workshop, etc.

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Budget and resources alignment

- AUSSIE Math Consultant – **Title 1 Funding**
- Teacher Center Assigned 'A' Teacher math specialist – **TL Fair Student Funding**
- Professional Development materials – books, videos, etc. **TL Fair Student Funding**
- Network Support
- Professional Development workshops – TL Fair Student Funding
- **Election Day PD** around mathematics – AUSSIE Math Consultant
- Pearson Envision Kindergarten – **Title 1 Funding**
- Membership in NCTM – **TL Fair Student Funding**
- **Mind Research Institute** – JIJ

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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			N/A	N/A				
1	14*	13*	N/A	N/A				
2	19*	19*	N/A	N/A				
3	20*	19*	N/A	N/A	1			
4	23*	19*			2	1		
5	20*	19*			3			
6								
7								
8								
9								
10								
11								
12								

*Many children who are receiving both ELA and Mathematics AIS.

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><u>ELA Tutorial Program-</u> This program meets for ten weeks prior to the NYS ELA assessments given in grades 3, 4, and 5. Students in these grades receive instruction in reading, listening, and the writing process. This program takes place 2-4 days a week, 1-2 hours each day, Monday through Thursday.</p> <p><u>Literacy Push-In-</u> Out of classroom personnel push-in during the literacy block to provide small group direct 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>

	<p><u>Headsprout Comprehension-</u> 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.</p> <p><u>After School Reading Club</u> This program meets after school, and addresses the literacy needs of children in grades 2 and 3. Two paraprofessionals, using a Theaters Workshop program, work with students performing at the lowest reading levels. The goal is to develop fluency and engage children in listening and speaking activities—acting, performing etc.</p>
Mathematics	<p><u>Math Morning Program-</u> This program meets for ten weeks prior to the NYS Math assessments given in grades 3, 4, and 5. Students in these receive instruction in problem solving and math skills. This program takes place 2-4 days a week, 1-2 hours each day, Monday through Thursday.</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 and reason mathematically. They were designed to meet major challenges facing public education, including language barriers and cultural diversity. They strive to improve teacher efficacy and efficiency in the classroom and increase student proficiency in mathematics.</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. Children in grades 2 and 3 use the program two days a week for 45 minutes each day, in the computer lab.</p>
Science	<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 ten weeks prior to the NYS Science assessment. This program takes place 2-4 days a week, 1-2 hours each day, Monday through Thursday.</p>
Social Studies	<p><u>Supplementary Materials</u> All students in grades K-5 have access to both text books and trade books appropriate for a range of reading levels. These high interest books help students analyze historic periods using multiple sources of information and to develop an understanding of sophisticated concepts. Additionally, these materials support the non-fiction emphasis of the new Common Core State Standards.</p>

At-risk Services provided by the Guidance Counselor	A part-time social worker/counselor provides mandatory IEP-driven counseling, as well as day-to-day emergency counseling and intervention to all at-risk students.
At-risk Services provided by the School Psychologist	The school Psychologist, Ms. Maria Ramos (.2), provides whole class relaxation techniques students can use, in grades 3-5, to relieve test anxiety.
At-risk Services provided by the Social Worker	The Social Worker, Mr. Soskowsky (.2), provides mandated IEP-driven counseling, as well as emergency counseling and support services as needed on Friday.
At-risk Health-related Services	A DOH School Nurse, Ms. Sylvester, provides daily health services, conducts asthma workshops, and disseminates other health related information.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

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

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

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader D. Maldonado, J. Blaize	District 22	Borough Brooklyn	School Number 245
School Name PS 245			

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

Principal Patricia Kannengieser	Assistant Principal N/A
Coach Maura Kahn	Coach Ama Willock
ESL Teacher Susan Slome/ELL Coordinator	Guidance Counselor Karen Bagnini
Teacher/Subject Area Earl Terrill/Sp.Ed.	Parent Evelyn Fergus/ELL Liason
Teacher/Subject Area Valerie Schoenfeld/Sci.	Parent Coordinator
Related Service Provider Inessa Melnick/Speech	Other Nilsa Grandel/Sp.Translator
Network Leader Joseph Blaize	Other Ermite Belance

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	262	Total Number of ELLs	25	ELLs as share of total student population (%)	9.54%
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Part II: ELL Identification Process

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

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

1. 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 (any 1 question from questions 1-4; any 2 questions from 5-8) are answered in a language other than English the student is eligible for the Language Acquisition Battery-Revised (LAB-R) test. This will determine which students have limited English proficiency. An informal interview is conducted in English and the native language. A bilingual supervising school aide(Nilsa Grendal) and the licensed ESL teacher (Susan Slome)conduct the interviews. The LAB-R is administered by the certified ESL teacher (Susan Slome). Once potential ELLs are identified, they are administered the Language Assessment Battery-Revised (LAB-R) test 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, advanced, or proficient (not entitled). 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 English as a Second Language (ESL) instruction. Students at Beginning and Intermediate levels receive 360 minutes/week of instruction; students at Advanced level receive 180 minutes/week of instruction.

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

Parents will be notified in their home language of a meeting at the school, where translation services will be provided. The meeting will include a viewing of the Orientation Video from the Department of Education and will introduce and describe the 3 different programs. The 3 programs that the city offers - TBE, DL, and ESL will be fully explained by the ESL teacher (Susan Slome). Following the video parents will be asked to complete a Program Survey and Selection form and to select their program choice. The completed Program Selection forms will be on file in the ESL office and also be placed in the student's cumulative folder. If a parent does not complete the Parent Survey and Selection form, the default program is Transitional Bilingual Education (TBE). A list of such students will be maintained with parental contact information. If the number of parents within a language group is 15 or more on two contiguous grades, a bilingual class will be opened. Parents will be contacted and invited to participate in this program. Parents will also be given the opportunity to advise us in advance if they need translation services in the form of an interpreter for future meetings or events.

3. All entitlement letters will be sent home. Copies will be maintained in a file in a central location for monitoring purposes. The same applies to HLIS forms and Parent Survey and Selection forms. Parents are informed of their child's initial placement by means of the initial placement and entitlement letters. These letters are sent in both English and the native language. If a response is required and not received, we will have our translator call the parent at home. A full exchange of phone numbers will be completed between the school translator and the parents. Communication will be encouraged. Within a short time frame, we will hope to see an improvement in the returning of required forms and letters. At the start of the school year and ongoing, the ESL teacher(Susan Slome) and the bilingual supervising school-aide (Nilsa Grendel) will keep a list of the parents who need translation services so we can provide these services to them. The ESL teacher will articulate with the classroom teacher to ensure that these parents are responding to letters, notices and general communication.

4. Criteria and Procedures for placement.

Eligible English Language Learner (ELL) students are placed in an English as a Second Language pull-out or push-in program

according to the parent's choice and the classroom teacher and program needs. Scheduling is developed in conjunction with the principal, classroom teacher and the English as a Second Language (ESL) teacher. Communication in the native language is ensured by using translators in the schools and translation services provided by the Department of Education

5. Trend in program choices. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for P.S. 245 has been for English as a Second Language. For the 2011-2012 school year 10 out of 10 parents selected English as a Second Language after viewing the Orientation Video and attending the parent meeting. At the present time, only a freestanding English as a Second Language Push-in/Pull-out model is offered at P.S. 245. If enough parent Program Selection forms were to indicate a different program every effort would be made to open a new class. If the parent chose another program, every effort would be made to find a suitable program and the parent would be given the opportunity to visit another program and make a final decision.

6. Alignment. Based on this survey we have a pull-out/push-in ESL program to service the needs of ELLs. This program is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	0	6	0	2	0	0	0	25
Total	19	0	0	6	0	2	0	0	0	25
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	7	2	2		2								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1		4											5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	7	7	6	2	0	3	0	0	0	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction:

The total LEP population represents 9.54% of students in P.S. 245. Mainstream classes are heterogeneously grouped in grade level configurations and ESL instruction is delivered through a combination pull-out/push-in model. Freestanding ESL students are taught English with native language support, where necessary. Pullout ESL 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 ESL instruction by a certified ESL teacher in a pull-out program. This is supplemented by the extended day program and the AIS team. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Advanced ELLs receive 180 minutes per week 180 minutes per week of ESL instruction as well as 180 minutes per week of ELA instruction. Transitional ELLs receive supportive instruction in the same manner.

3. Content instruction:

The 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). In 2011-2012 the Common Core Standard for Reading Informational Text will be emphasized, using specific to images contribute to and clarify a text. Pull-out model ELLs are brought together and offered Science and Social Studies instruction supplemented by trips that are appropriate to their grade level. Math problems are enhanced with definitions and vocabulary clarifications. The software Math program "JIJI" is being implemented in grades 2 and 3 to strengthen math reasoning skills. Additional resource: pbskids.org; a computer software program offering videos in Science and Social Studies with captions and audio enhancement.

4. Spanish students who are designated for ESL services take the Spanish LAB test. Through the use of the Spanish LAB results, language dominance is determined and, as such, the degree of native language support required is determined. Students may take the standardized math and science tests in their native language, as needed.

5. Differentiate instruction:

A. At the present time P.S. 245 has no SIFE students and no long-term ELLs.

A. Programming and Scheduling Information

B. If and when P.S. 245 does have SIFE students, the program will target early literacy skills, and the development of oral language proficiency. The instruction will meet the student's level. To start with, the alphabet and phonetic skills will be taught. A great deal of emphasis will be placed on listening and speaking so that the student will understand the basic sounds of the language. 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, Copy Sentences, Dictated Letters, Dictated Sentences, Picture Descriptions.

C. For Newcomers:

Instructional materials that support the learning of ELLs are those materials that are rich in visuals, maps, and include content from a multicultural world, and focus on English language development. Strong use of realia to demonstrate and explain. Language acquisition instruction is linked to content instruction in Social Studies, Science and Math and includes the use of illustrated word walls. The Science and Art teacher use illustrated word walls to emphasize content vocabulary. Teachers use Illustrated Science and Technology Dictionaries and an Illustrated Math Dictionary. 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 offers a children's illustrated and audio literature website.

D. 4-6 years of service:

These students receive instruction to reinforce their Reading and Writing skills. They 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.

6. ELL students with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist English Language Learners (ELLs) meet high academic standards in becoming proficient and literate in English, emphasis is 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 takes place through meaningful participation in the content areas. Support services 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. For example, focus may be put on comparing and contrasting, in science, in social studies, in math and in art. All teachers must be both language and literacy teachers and be prepared to teach language through content. Practice Books, Continental Press "New York, Content Reading for the Common Core Standards in S.S. and Science" are used to strengthen reading and writing skills. "Renzulli Learning Systems " is an online learning program that uses games to reinforce reading and writing skills.

7. ELL-SWDs in 5th. grade in the least restrictive environment receive instruction following a curriculum map that includes the Harcourt School Publishers Science series texts and the Houghton Mifflin Harcourt Social Studies - N.Y.C. texts. For these students (ELL-SWD) high quality instruction includes authentic purposes' for listening, speaking, reading, and writing across the curriculum. A variety of reading and writing experiences are used to reinforce essential English and literary skills. All these students are included in the extended day program which targets content areas and the skills necessary to gain information from non-fiction text. Common Core Standard for Informational Reading: Text features and structures found in textbooks, including but not limited to: reading and labeling a diagram, reading captions, reading and interpreting tables and graphs. Scheduling is developed in conjunction with the principal, classroom teacher and ESL teacher. Additional Resources: Continental Press: "Reason. Read. Write: New York" help build critical reading and writing skills.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

<ul style="list-style-type: none"> • heritage classes • foreign language (LOTE) classes 			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

Native Language Usage and Supports	
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.	
Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention:

Some ELLs require supplemental services to achieve proficiency to meet the New York State Standards in language arts and mathematics. The New York State English Language Arts and Acuity test results show that these learners are weak in the following literacy skills: finding the main idea, sequencing, drawing conclusions and making inferences. Therefore, extended day activities held twice a week on Tuesdays and Thursdays from 2:35-3:25 p.m. emphasize academic vocabulary development, critical thinking and writing skills. Preparing for the New York State English State Language Acquisition Test (NYSESLAT) is another important aspect of the program. Math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as, students participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations and constructing arguments. The software program "JIII" is designed to strengthen math reasoning skills. 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.

LITERACY:

Out-of-classroom personnel push-in during the literacy block to provide small group instruction for at-risk ELL students.

Social Studies: 5th grade ELLs receive instruction in analyzing primary documents and other pertinent information.

New Heights: builds fluency and comprehension

McCall Crabs: 1-1 basis targets literacy skills. especially inferencing

Lexia Phonics: a computerized phonics program to strengthen decoding skills

Soar to Success: comprehension strategies

Rewards: Increase oral and silent reading fluency and help students in grade 4, 5 decode long words.

At-Risk services for ELLs provided by the school psychologist, Ms. Ramos, and the guidance counselor, Ms. Bagnini.

9. Transitional ELLS:

These students are entitled to extended time on standardized tests for two years after they have scored proficient on the NYSESLAT. They receive all ELL test accommodations, including translated versions of the tests. In addition ELL students participate in the extended day program where they receive instruction to strengthen their reading and math skills.

10. New Programs:

Headsprout Comprehension for literacy ,and a variety of online programs--Education City, RAZ Kids, One More Story, JIII, support the ELL student in the classroom. SMART BOARDS in all classrooms enhance and support these programs as well as traditional classroom instruction. Emphasis is always placed on audio reinforcement and oral comprehension. This is achieved through listening centers, computer access and programs such as Leapfrog (listening and oral comprehension skills).

11. Discontinued programs:

In 2011-2012 P.S. 245 will no longer use Headsprout Early Intervention. It has been replaced by Headsprout Comprehension.

12. ELL students are invited to participate in all programs offered at the school, including morning tutorials, after school enrichment, after-school homework/recreation programs, trips, art performances, museum visits and shows.

All ELLs participate in the following:

Chorus, Friday Clubs, Ballroom Dancing, City Opera and a recently received Crayola Art Grant. Additionally, they are all invited to "Farm for City Kids" over the summer.

13. Instructional Materials:

*Rich in visuals, including maps and content from multicultural world--realia used to demonstrate and explain concepts that are abstract

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*Graphic organizers and scaffolding support, students work in dyads and triads, use of charts to break down content.

E. Parental Involvement

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

1. Parental Involvement:

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 the Penny Harvest drive. There are parent meetings staggered throughout the school year. In September and October there are Orientation meetings 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 schedule for the year. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed. Translators will call parents to inform them about upcoming events. New for the 2011-2012 school year, the school use a series of books to help school personnel communicate with parents in Spanish: "A Bilingual Dictionary of School Terminology", "School Office Spanish", "School Letters in English and Spanish", "Spanish for the School Nurse's Office", "Reporting to Parents in English and Spanish". If the attendance of ELL parents at workshops and school events increases, then we will know that our school translation policy is effective. Their presence and involvement are indicators of progress.

2. The schools has partnered with Scholastic Inc. to provide literacy workshops for parents. The workshops are bilingual in format to accommodate ELL parents. They offer strategies and techniques to support literacy learning at home. Additionally, all notices of district/city workshops are disseminated to ELL parents.

3. Parent needs are determined through contact at Parent Orientation Meetings, Parent Association Meetings, and Teacher Conferences. These needs are passed along to the principal and ideas are presented to the committee for consideration.

4. Parents expressed a need for an after school homework program. The school now has such a program, Monday - Friday, from 2:35 - 6:00 p.m. Children receive help with homework as well as participate in recreational activities. A large number of ELL students participate in this program.

Once the primary language is determined through the Home Language Identification Survey, the majority of school communication is provided in the parent's native language. This may include phone conversations as well as translated versions of important memos/notices. A list of the parents needing translation services is generated and kept in the main office and the ESL room.

When necessary, P.S. 245 also uses the DOE's Translation and Interpretation Unit to provide translations of surveys, notices and other important DOE correspondence. In the event that a notice is presented with short turnaround, a staff member will provide the translation for the notice.

Parents are given the opportunity to advise us in advance if they need the services of an interpreter for meetings and events. The school has purchased translation software which provides assistance in translating memos and important notices.

Additionally, School Messenger provides translation of auditory messages from the school concerning important events and meetings.

The ESL teacher consults with the teachers regularly to check that ELL parents are returning letters, notices, and other forms of communication. She facilitates communication between ELL parents and teachers.

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)?

School does not presently have a Dual Language Program.

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.

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1. Professional Development is provided for all personnel who work with ELLS, including paraprofessionals, guidance counselors, psychologists, speech therapists, librarians, coaches, secretaries and the Parent Coordinator. Professional Development is offered as part of the bi-weekly planning sessions with our AUSSIE consultant, as well as the ELL workshops conducted to meet the mandated training for mainstream teachers and special education teachers. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling. Staff is also encouraged to attend QTEL training and OELL workshops throughout the year. Finally, this year the ELL consultant for the network is offering "Ramping Up for ELLs with an Eye Toward the ELA" in addition to an introduction to the Common Core Standards for ELA training to ELL teachers. This latter focus will emphasize rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare all students, including English Language Learners, to be college ready. The school's ELL teacher will turnkey all training to staff.
2. ELLs in 5th grade visit a neighboring intermediate school to learn more about the middle school learning environment. The guidance counselor, Ms. Bagnini, along with the 5th. grade teachers and the ELL teacher provide additional support for the ELLs transitioning to these grades. 5th Grade Parent information nights support parents in helping their children make this critical articulation.
3. The 7.5 hours of mandated training for mainstream teachers and 10 hours for special education teachers includes the following topics:
 - September: Academic Vocabulary
 - October: Developing English Language Acquisition through Content Instruction,
 - November: Using Data for Planning and Instruction for ELLs,
 - December: Using Observational Skills and Descriptive Language in Science
 - January: Using the Common Core State Standards for ELLs.
 - February: Developing mathematical reasoning
 - March: Using Observational Skills in Science
 - April: Preparation for the ELA
 - May: Preparation for the NYSESLAT
 - June: Next Steps- Getting ready for 2012-2013 school yearThese workshops are offered during the extended day, at grade and faculty conferences, as well on Chancellor Professional Development days and sign-in logs, agendas and hand-outs are maintained by the principal.

E. Parental Involvement

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

1. Parental Involvement:

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 the Penny Harvest drive. There are parent meetings staggered throughout the school year. In September and October there are Orientation meetings 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 schedule for the year. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed. Translators will call parents to inform them about upcoming events. New for the 2011-2012 school year, the school use a series of books to help school personnel communicate with parents in Spanish: "A Bilingual Dictionary of School Terminology", "School Office Spanish", "School Letters in English and Spanish", "Spanish for the School Nurse's Office", "Reporting to Parents in English and Spanish". If the attendance of ELL parents at workshops and school events increases, then we will know that our school translation policy is effective. Their presence and involvement are indicators of progress.
2. The schools has partnered with Scholastic Inc. to provide literacy workshops for parents. The workshops are bilingual in format to accommodate ELL parents. They offer strategies and techniques to support literacy learning at home. Additionally, all notices of district/city workshops are disseminated to ELL parents.
3. Parent needs are determined through contact at Parent Orientation Meetings, Parent Association Meetings, and Teacher Conferences

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1. Parental Involvement:

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 the Penny Harvest drive. There are parent meetings staggered throughout the school year. In September and October there are Orientation meetings 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 schedule for the year. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed. Translators will call parents to inform them about upcoming events. New for the 2011-2012 school year, the school use a series of books to help school personnel communicate with parents in Spanish: "A Bilingual Dictionary of School Terminology", "School Office Spanish", "School Letters in English and Spanish", "Spanish for the School Nurse's Office", "Reporting to Parents in English and Spanish". If the attendance of ELL parents at workshops and school events increases, then we will know that our school translation policy is effective. Their presence and involvement are indicators of progress.

2. The schools has partnered with Scholastic Inc. to provide literacy workshops for parents. The workshops are bilingual in format to accommodate ELL parents. They offer strategies and techniques to support literacy learning at home. Additionally, all notices of district/city workshops are disseminated to ELL parents.

3. Parent needs are determined through contact at Parent Orientation Meetings, Parent Association Meetings, and Teacher Conferences. These needs are passed along to the principal and ideas are presented to the committee for consideration.

4. Parents expressed a need for an after school homework program. The school now has such a program, Monday - Friday, from 2:35 - 6:00 p.m. Children receive help with homework as well as participate in recreational activities. A large number of ELL students participate in this program.

Once the primary language is determined through the Home Language Identification Survey, the majority of school communication is provided in the parent's native language. This may include phone conversations as well as translated versions of important memos/notices. A list of the parents needing translation services is generated and kept in the main office and the ESL room.

When necessary, P.S. 245 also uses the DOE's Translation and Interpretation Unit to provide translations of surveys, notices and other important DOE correspondence. In the event that a notice is presented with short turnaround, a staff member will provide the translation for the notice.

Parents are given the opportunity to advise us in advance if they need the services of an interpreter for meetings and events. The school has purchased translation software which provides assistance in translating memos and important notices.

Additionally, School Messenger provides translation of auditory messages from the school concerning important events and meetings.

The ESL teacher consults with the teachers regularly to check that ELL parents are returning letters, notices, and other forms of communication. She facilitates communication between ELL parents and teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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.

Results of the Spring 2011 NYSESLAT tests showed that all students reached their AMO of 43 point increase or 1 performance level. Results of the Spring 2011 NYSESLAT tests showed that 5 out of 20 students scored Proficient. In grade 1 four students scored Proficient and one student in grade 5 scored Proficient

NYSESLAT Modality Analysis

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

NYS ELA

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

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.

Results of the Spring 2011 NYSESLAT tests showed that all students reached their AMO of 43 point increase or 1 performance level. Results of the Spring 2011 NYSESLAT tests showed that 5 out of 20 students scored Proficient. In grade 1 four students scored Proficient and one student in grade 5 scored Proficient

Part VI: LAP Assurances

School Name: <u>PS 245</u>		School DBN: <u>22K245</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Kannengieser	Principal		10/25/11
N/A	Assistant Principal		10/25/11
N/A	Parent Coordinator		10/25/11
Susan Slome	ESL Teacher		10/25/11
Haitian-Speaking	Parent		10/25/11
Inessa Melnick/Speech	Teacher/Subject Area		10/25/11
Earl Terrill/Sp. Ed.	Teacher/Subject Area		10/25/11
Ama Willock	Coach		10/25/11
Maura Kahn	Coach		10/25/11
Karen Bagnini	Guidance Counselor		10/25/11
Joseph Blaize	Network Leader		10/25/11
Evlyn Fergus	Other <u>PA President</u>		10/25/11
Valerie Shoenfeld	Other <u>Teacher</u>		10/25/11
Nilsa Grandel	Other <u>School Aide Sp. Tran</u>		10/25/11
	Other		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K245** School Name: **PS 245**

Cluster: _____ Network: **CFN531**

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. These persons, the Parent Association President, 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.

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 and Evlyn Fergus, Parent Association President

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.