



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 45, THE CLARENCE E. WITHERSPOON SCHOOL

DBN: 27Q045

PRINCIPAL: SAMANTHA SEVERIN EMAIL: SSEVERIN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Samantha Severin	*Principal or Designee	
Wayne Greenberg	*UFT Chapter Leader or Designee	
Lavern Van Dusen	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mary Natoli	Member/Assistant Principal	
Kathleen Sadowy	Member/ Teacher	
Donna Kennedy	Member/ Teacher	
Loucita St. Phar	Member/ Teacher	
Jennifer Clemenston	Member/ Parent	
Edwidge Duval	Member/ Parent	
Tarina Brand	Member/ Parent	
Gitina Robertson	Member/ Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, students in Grades 3-6 will demonstrate progress towards achieving proficiency in English Language Arts as measured by an 8% increase in the number of students attaining Levels 3 & 4 on the New York State English Language Arts Exam.

Comprehensive needs assessment

During the 2010-2011 academic year, Grades 3-6 achieved a **6%** increase in proficiency (students performing at/ or above Level 3 & Level 4) with 54% of our Grade 3-6 students performing at proficiency in ELA. Our data shows us performing **10% above the city average in ELA**. Still, an analysis of NYS ELA testing data shows a low percentage of students performing at Level 4 in ELA (3% in Grade 3; 1% in Grade 4; 1% in Grade 5 and 0% in Grade 6). In an effort to ensure that we are providing rigorous instruction for all students in reading, writing and word work, we are making increased proficiency in ELA and priority this academic year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1:

- **Professional Development:** Professional Development will be provided in the planning for and implementation of the Teachers College Common Core-aligned Writing Program, the structure of/ planning for effective mini-lessons and reading and writing conferences, continued use of Common Core aligned rubrics to set clear expectations for student performance and progress; further development of inquiry teams, the purpose and utility of mapping horizontally and vertically to support daily rigorous instruction in reading and writing.
- **Target Population(s):** Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities)
- **Responsible Staff Members:** Principal, Assistant Principals, Staff Developers (internal & external consultant, Literacy Support Services)
- **Implementation Time Line:** September 2011 through May 2012

Activity # 2:

- **Examining and Refining Actionable Written Feedback to Teachers:** Teachers of Pre-Kindergarten - Grade 6 will have been provided with written feedback (8-10 per teacher) on lessons across content areas (ELA, Math, Social Studies/Science) with a focus on promoting student progress, improving student performance and enhancing student learning environments based on selected competencies from Charlotte Danielson's "Framework for Teaching". This will support teachers and supervisors in making informed decisions about lesson design and instruction targeted to specific student populations.
- **Target Population(s):** Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities).
- **Responsible Staff Members:** Principal and Assistant Principals
- **Implementation Time Line:** September 2011 through May 2012

Activity # 3:

- **Development of Common Core Aligned Literacy Task:** Teachers of Grades Pre-Kindergarten – Grade 6 will utilize grade level/data meetings to engage in curriculum mapping that aligns all curriculum areas with a thoughtful focus on what students know and should be able to do by the end of a specific unit of study/academic year (as per ELA Common Core Standards). Teachers will integrate Common Core-aligned tasks into these units of study. Collection and analysis of student work products will support teachers in assessing student performance and progress across content areas and will inform instructional decisions pertinent to making curriculum adjustments and communicating lessons learned to other staff members. Teachers will utilize structures protocols and procedures for looking at student work to make informed decisions about effective methods of instruction.
- **Target Population(s):** Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities).
- **Responsible Staff Members:** Grade Level Curriculum Mapping Teams, Administration, Literacy Coach, Literacy Support Services Consultant.
- **Implementation Time Line:** September 2011 through May 2012

Steps for Including Teachers in the Decision Making Process:

- Grade Level Inquiry/Data teams will meet weekly to engage in the analysis of student work. These teams will utilize structures protocols and procedures for looking at students work to make informed decisions about effective methods of instruction.
- An assessment of student Periodic Assessment (Predictive) should indicate a 4% increase in the number of students performing at proficiency (Level 3 & 4) in January 2012.
- Diagnostic Item Analysis Assessment Data (November) is collected and analyzed to inform the creation of and planning of strategy group instruction, after school programming.
- Teachers College Reading Assessment Data (November) is collected and analyzed to inform the creation and planning of strategy group instruction, guided reading instruction and after school programming.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012
- Teachers College Reading Benchmark Assessments: November 2011, March, 2012, June 2012

Strategies to increase parental involvement

- Parent Coordinator, Assistant Principal, Coach will host workshops and information sessions for parents on the Common Core Curriculum, NYS ELA and Math Assessments, Reading-Level Specific Reading Behaviors and ways to support students at home in all academic subject areas. Workshop materials will be translated. Interpretation support will be provided as needed.
- The Parent Coordinator and other staff members will attend regularly scheduled parent meeting to share information and respond to parent questions and inquiries.
- School website will provide updated information on parent workshops, curricular materials and extra-curricular activities for students, translated into all languages.
- Parents will be trained on how to utilize ARIS Parent Link/Reading Tracker to access student information.
- Progress Report will be provided to parents to keep them up to date on student reading/math levels.

Strategies for attracting Highly Qualified Teachers (HQT)

- A mentor is assigned to support teachers in their first and second year.
- Mentors are assigned to support struggling teachers
- Pupil accounting secretary will work closely with HR point person to ensure that non-HQT meet all required documentation.

Service and program coordination

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming
- Literacy Support Services Consultant to support the implementation of Common Core-aligned Teachers College Writing Program.
- Universal Pre-Kindergarten Program
- Positive Behavior Intervention System /Team
- ResoA Grant utilized for construction of new computer lab and classroom laptop carts

Budget and resources alignment

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action from September 2011 - June 2012 as indicated below:

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming
- Literacy Support Services Consultant to support the implementation of Common Core-aligned Teachers College Writing Program.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, students in Grades 3-6 will demonstrate a progress towards achieving proficiency in Math as measured by a 6.1% increase in the number of students attaining Levels 3 & 4 on the New York State Math Exam.

Comprehensive needs assessment

During the 2010-2011 academic year, Grades 3-6 achieved a **3%** increase in proficiency (students performing at/ or above Level 3 & Level 4) with 54% of our Grade 3-6 students performing at proficiency in Math. Our data shows us performing **8% above the city average in Math**. In an effort to ensure that we are providing rigorous instruction for all students in reading, writing and word work, we are making increased proficiency in ELA and priority this academic year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1:

- **Professional Development:** Professional Development will be provided on the structure of/ planning for effective mini-lessons and conferences in the math curriculum areas, design of the Math Common Core Standards and implications for curriculum planning and daily instruction, use of Blooms and Depth of Knowledge to inform the design of rigorous instructional tasks in the math classroom.
- **Target Population(s):** Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities)
- **Responsible Staff Members:** Principal, Assistant Principals, Staff Developers (internal)
- **Implementation Time Line:** September 2011 through May 2012

Activity # 2:

- **Examining and Refining Actionable Written Feedback to Teachers:** Teachers of Pre-Kindergarten - Grade 6 will have been provided with written feedback (8-10 per teacher) on lessons across content areas (ELA, Math, Social Studies/Science) with a focus on promoting student progress, improving student performance and enhancing student learning environments based on selected competencies from Charlotte Danielson's "Framework for Teaching". This will

support teachers and supervisors in making informed decisions about lesson design and instruction.

- **Target Population(s):** Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities).
- **Responsible Staff Members:** Principal and Assistant Principals
- **Implementation Time Line:** September 2011 through May 2012

Activity # 3:

- **Development of Common Core Aligned Math Task:** Teachers of Grades Pre-Kindergarten – Grade 6 will utilize grade level/data meetings to engage in curriculum mapping that aligns all curriculum areas with a thoughtful focus on what students know and should be able to do by the end of a specific unit of study/academic year (as per Math Common Core Standards). Teachers will integrate Common Core-aligned tasks into these units of study. Collection and analysis of student work products will support teachers in assessing student performance and progress across content areas and will inform instructional decisions pertinent to making curriculum adjustments and communicating lessons learned to other staff members. Teachers will utilize structures protocols and procedures for looking at student work to make informed decisions about effective methods of instruction. Data will also be utilized to inform the development of daily “problem of the day” creation and the development of structured conversations around methods to approaching and solving complex tasks during the math period.
- **Target Population(s):** Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities).
- **Responsible Staff Members:** Grade Level Curriculum Mapping Teams, Administration, Literacy Coach, Literacy Support Services Consultant.
- **Implementation Time Line:** September 2011 through May 2012

Activity # 4:

- **Support classroom teacher/support staff focus on Everyday Math Open Response Assessment:** Teachers of Grades K - 6 will be provided with professional development around collecting and assessing student data pertaining to monthly Everyday Math Open Response questions in an effort to promote students' ability to think critically about a variety of math concepts. Included in this initiative is the inventorying of classroom manipulative sets and the ordering of necessary materials.
- **Target Population(s):** Teachers of Grades Pre-Kindergarten - Grade 6 (including English Language Learners and Students with Disabilities).
- **Responsible Staff Members:** Grade Level Curriculum Mapping Teams, Administration.
- **Implementation Time Line:** September 2011 through May 2012

Steps for Including Teachers in the Decision Making Process:

- Grade Level Inquiry/Data teams will meet weekly to engage in the analysis of student work. These teams will utilize structures protocols and procedures for looking at students work to make informed decisions about effective methods of instruction.
- An assessment of student Periodic Assessment (Predictive) should indicate a 3% increase in the number of students performing at proficiency (Level 3 & 4) in January 2012.
- Diagnostic Item Analysis Assessment Data (November) is collected and analyzed to inform the creation of and planning of strategy group instruction, after school programming.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012
- Collection and Analysis of Monthly Unit Assessments (Everyday Math & Impact Math)

Strategies to increase parental involvement

- Parent Coordinator, Assistant Principal, Coach will host workshops and information sessions for parents on the Common Core Curriculum, NYS ELA and Math Assessments, Reading-Level Specific Reading Behaviors and ways to support students at home in all academic subject areas. Workshop materials will be translated. Interpretation support will be provided as needed.
- The Parent Coordinator and other staff members will attend regularly scheduled parent meeting to share information and respond to parent questions and inquiries.

- School website will provide updated information on parent workshops, curricular materials and extra-curricular activities for students, translated into all languages.
- Parents will be trained on how to utilize ARIS Parent Link/Reading Tracker to access student information.
- Progress Report will be provided to parents to keep them up to date on student reading/math levels.

Strategies for attracting Highly Qualified Teachers (HQT)

- A mentor is assigned to support teachers in their first and second year.
- Mentors are assigned to support struggling teachers
- Pupil accounting secretary will work closely with HR point person to ensure that non-HQT meet all required documentation.

Service and program coordination

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming
- Literacy Support Services Consultant to support the implementation of Common Core-aligned Teachers College Writing Program.
- Universal Pre-Kindergarten Program
- Positive Behavior Intervention System /Team
- ResoA Grant utilized for construction of new computer lab and classroom laptop carts

Budget and resources alignment

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action from September 2011 - June 2012 as indicated below:

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, Students with Disabilities will demonstrate a progress towards achieving proficiency in English Language Arts as measured by a 7.5% increase in the number of students attaining Levels 3 & 4 on the New York State English Language Arts Exam.

Comprehensive needs assessment

After conducting a trend analysis of Students with Disabilities performance data on state assessments, it was determined that there has not been a steady increase in student proficiency in English Language Arts in our Special Education population. In an effort to ensure that we are providing rigorous in math we are making increased proficiency in ELA a priority this academic year for our Special Education Student Population in Grades 3-6.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1:

- **Professional Development:** Professional Development will be provided on Teachers College Common Core Aligned Writing Program, structure of/planning for effective mini-lessons and reading and writing conferences, differentiating instruction to support individual student learning plans, development of effective IEP goals, use of students' BIPs to craft effective learning plans, further development of inquiry teams with a specific focus on supporting Special Education student populations in Grades 3-6.
- **Target Population(s):** Teachers of Grades 3-6 (Teachers in 12:1:1 classrooms, ICT classrooms and Teachers of General Education Classrooms with students who have IEPs)
- **Responsible Staff Members:** Principal, Assistant Principal, Staff Developers (internal and external consultant, Literacy Support Services)
- **Implementation Time Line:** September 2011 through May 2012

Activity # 2:

- **Examining and Refining Actionable Written Feedback to Teachers in 12:1:1/ ICT and General Education Classrooms:** Teachers of Pre-Kindergarten - Grade 6 will have been provided with written feedback (8-10 per teacher) on lessons across content areas (ELA, Math, Social Studies/Science) with a focus on promoting student progress, improving student performance and enhancing student learning environments based on selected competencies from Charlotte Danielson's "Framework for Teaching". This will support teachers and supervisors in making informed decisions about lesson design and instruction.
- **Target Population(s):** Teachers of Grades 3-6 (Teachers in 12:1:1 classrooms, ICT classrooms and Teachers of General Education Classrooms with students who have IEPs)
- **Responsible Staff Members:** Principal and Assistant Principals

- **Implementation Time Line**: September 2011 through May 2012

Activity # 3:

- **Increasing Frequency of Push-In Related Service Provider Support in the Special Education Classroom**: Related Service Providers and classroom teachers will have the opportunity to engage in professional development on providing push-in services in addition to regular pull-out services. At-risk and AIS blocks will allow for a more focused push-in approach that will increase student individual support during classroom instructional time.
- **Target Population(s)**: Teachers of Grades 3-6 (Teachers in 12:1:1 classrooms, ICT classrooms and Teachers of General Education Classrooms with students who have IEPs)
- **Responsible Staff Members**: Principal, Assistant Principal, Staff Developers (internal and external consultant, Literacy Support Services)
- **Implementation Time Line**: September 2011 through May 2012

Steps for Including Teachers in the Decision Making Process:

- Grade Level Inquiry/Data teams will meet weekly to engage in the analysis of student work. These teams will utilize structures protocols and procedures for looking at students work to make informed decisions about effective methods of instruction.
- An assessment of student Periodic Assessment (Predictive) should indicate a 3% increase in the number of students performing at proficiency (Level 3 & 4) in January 2012.
- Diagnostic Item Analysis Assessment Data (November) is collected and analyzed to inform the creation of and planning of strategy group instruction, after school programming.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012
- Collection and Analysis of Monthly Unit Assessments (Everyday Math & Impact Math)

Strategies to increase parental involvement

- Parent Coordinator, Assistant Principal, Coach will host workshops and information sessions for parents on the Common Core Curriculum, NYS ELA and Math Assessments, Reading-Level Specific Reading Behaviors and ways to support students at home in all academic subject areas. Workshop materials will be translated. Interpretation support will be provided as needed.
- The Parent Coordinator and other staff members will attend regularly scheduled parent meeting to share information and respond to parent questions and inquiries.
- School website will provide updated information on parent workshops, curricular materials and extra-curricular activities for students, translated into all languages.
- Parents will be trained on how to utilize ARIS Parent Link/Reading Tracker to access student information.
- Progress Report will be provided to parents to keep them up to date on student reading/math levels.

Strategies for attracting Highly Qualified Teachers (HQT)

- A mentor is assigned to support teachers in their first and second year.
- Mentors are assigned to support struggling teachers
- Pupil accounting secretary will work closely with HR point person to ensure that non-HQT meet all required documentation.

Service and program coordination

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming
- Literacy Support Services Consultant to support the implementation of Common Core-aligned Teachers College Writing Program.
- Universal Pre-Kindergarten Program
- Positive Behavior Intervention System /Team
- ResoA Grant utilized for construction of new computer lab and classroom laptop carts

Budget and resources alignment

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action from September 2011 - June 2012 as indicated below:

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming
- Literacy Support Services Consultant to support the implementation of Common Core-aligned Teachers College Writing Program.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, the school community will demonstrate a renewed focus on establishing a safe and respectful learning environment and to provide increased opportunities for students to engage in activities that positively promote their personal development, raise individual student achievement, promote increased academic progress and target individual social-emotional needs as measured by a 5% increase in the number of Learning Environment Survey respondents rating the school positively in the Safety & Respect Category.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A review of our school's Learning Environment Survey results over the course of the past three academic years (2008-2009; 2009-2012; 2010-2011) show a consistently low percentage of staff responding positively to the prompt of "order and discipline are maintained at my school (38%, 19% and 16% respectively). Significantly, students responded to a related questions on safety with positive rating in between 70% and 60% during the same academic years. In an effort to ensure that our students are provided with engaging, rigorous and positive learning experiences, it is essential that we address issues of safety and respect throughout the academic year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

Activity # 1:

- **Develop and Implement a Character Education Program:** PS 45's PBIS Team will engage staff members in identifying character traits that they believe will support our students in cultivating successful behavioral and academic habits. Students will be honored for efforts in displaying these traits.
- **Target Population(s):** Students in Grades Pre-Kindergarten - Grade 6, PS 45 staff members, Administration
- **Responsible Staff Members:** PBIS Members, Administration, Teaching & Support Staff
- **Implementation Time Line:** September 2011 through May 2012

Activity # 2:

- **Secure and Develop Partnerships with non-for-profit and community based organizations:** PS 45 will establish and maintain partnerships with Studio In A School, Dancing Classrooms, Little Kids Rock, PubliColor and City Parks Learning Gardens. These partnerships will positively contribute to the school learning environment by ensuring that students have continually new and varied opportunities to engage in an increasing number of curricular and extra-curricular activities.
- **Target Population(s):** Students in Grades Pre-Kindergarten - Grade 6, PS 45 staff members, Administration
- **Responsible Staff Members:** PBIS Members, Administration, Teaching & Support Staff, Various Non-For-Profit Organizations
- **Implementation Time Line:** September 2011 through May 2012

Activity # 3:

Extend Offerings to increase parent involvement and engagement to build capacity and engage all parents in decisions making that improves student outcomes through increased mechanisms for communication (www.ps45.org) and a renewed focus on School Leadership Team subcommittees : Ensuring that parents are provided with an opportunity to take on an increasingly active role in their child's education will positively impact the relationship that students and teachers have with academic content.

- **Target Population(s):** Students in Grades Pre-Kindergarten - Grade 6, PS 45 staff members, Administration, parent population.
- **Responsible Staff Members:** PBIS Members, Administration, Teaching & Support Staff, Various Non-For-Profit Organizations
- **Implementation Time Line:** September 2011 through May 2012

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- A mentor is assigned to support teachers in their first and second year.
- Mentors are assigned to support struggling teachers
- Pupil accounting secretary will work closely with HR point person to ensure that non-HQT meet all required documentation.

Service and program coordination

- Professional instructional materials for use during the regular school day programming.
- Consumable instructional materials for use during extended day programming
- Teacher per session for Grade-Level Team/Inquiry Team curriculum mapping programming
- Literacy Support Services Consultant to support the implementation of Common Core-aligned Teachers College Writing Program.
- Universal Pre-Kindergarten Program
- Positive Behavior Intervention System /Team
- ResoA Grant utilized for construction of new computer lab and classroom laptop carts

Budget and resources alignment

As a Title 1 School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action from September 2011 - June 2012 as indicated below:

- eChalk website subscription/technical support
- PBIS Team (meeting two times per month)
- Dancing Classrooms Instructional support (staff and materials)

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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	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	1		N/A	N/A		1	0	
1	16	16	N/A	N/A		2	0	
2	2		N/A	N/A		1	0	
3	5	5	N/A	N/A		0	0	
4	8	8				0	0	
5	18	18				0	1	0
6	10							
7								
8								
9								
10								
11								
12								

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
ELA	<p>Academic Intervention Services are provided to students by classroom teachers, our school’s IEP teacher, ESL provider and Literacy Coach. During the regular school day, targeted students are provided small group instruction based on identified skill deficits (as per an assessment of 2010-2011 NYS ELA assessments, 2010-2011 predictive assessments, daily conferencing and results of Teachers College Reading Assessments).</p> <p>Additional support is provided through mandated and at-risk SETTS services for students. Extended Day programming two days a week provides an opportunity for small group instruction. After school programming will support students in Grades 3-6 and will provide additional opportunities to support individual student performance and progress.</p>
Mathematics	<p>AIS is provided to students by classroom teachers through targeted small group instruction. Flexible grouping based on Unit assessments and daily checklists of skills supports students in acquiring grade-level math skills</p>
Science	<p>Classroom teachers with the support of our science cluster plan instructional opportunities for students that infuse science into the Guided Reading portion of the Literacy Block. This will support students in building non-fiction comprehension skills across content areas. During supplemental instruction, the classroom teacher and science cluster will provide interventions for science writing and non-fiction writing across content areas.</p>
Social Studies	<p>Classroom teachers will incorporate Social Studies texts into read aloud and shared reading activities to increase student familiarity with non-fiction and historical fiction texts. Students will be afforded the opportunity to engage in writing activities that are planned to support their ability to respond purposefully to non-fiction literature.</p>
At-risk Services provided by the Guidance Counselor	<p>The Guidance counselor provides both mandated and at-risk counseling throughout the school day to students.</p>
At-risk Services provided by the School Psychologist	<p>The school psychologist provides at-risk counseling throughout the school day to students, working in close collaboration with the classroom teacher.</p>

At-risk Services provided by the Social Worker	The school social worker meets during the school day with small groups of students regularly to promote student social-emotion growth.
At-risk Health-related Services	The school's Department of Education nurse will provide support to students who have been identified as having health-related concerns with the goal of decreasing student absences and increasing time spent on instruction for all students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**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 [i](#).

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A. School Information [i](#)

Cluster Leader/Network Leader CFN 211 Charles Amundsen	District 27	Borough select one	School Number 045
School Name Clarence Witherspoon			

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

Principal Samantha Severin	Assistant Principal Ms. Eweka
Coach type here	Coach Donna Kennedy
ESL Teacher Ms. Bennett	Guidance Counselor J. Mejias
Teacher/Subject Area Ms. Barry	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Jean McKeon	Other type here

C. Teacher Qualifications [i](#)

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	230	Total Number of ELLs	26	ELLs as share of total student population (%)	%
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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. [i](#)

After a review of Home Language Surveys and entitlement to the parents students are placed into a group according to ability and federal mandates are followed. Once a child has been identified as needing ESL services, parents are notified via an entitlement letter and a description of the program. Parents will then be asked to participate in an orientation that describes the program and the services available. Parents will be given the brochure provided by the DOE that explains ESL programs. Accommodations will be made for parents needing translation services. Staff will be used to provide translation at the school level when possible. In the event that this service can't be given, ESL teacher will arrange for DOE translation services.

The program at PS 45 is pull out, is ungraded and has mixed heterogeneous groups. There is only one ESL teacher in the school, Ms. Sharon Bennett. She speaks only English and is certified with a Masters in TESOL education K-12. This program teaches English to students whose native language is not English. Based on the HLIS, which is filled out with the aide of the ESL teacher and a translator, students are taken out of their class by the ESL teacher and given an informal oral test using an age appropriate picture book. The ESL teacher reads the book to the student and asks the student questions about what was read. Based on the ESL teacher's informal assessment, the student will be given the LAB-R in English and when appropriate, the LAB-R in Spanish. The LAB-R tests will be given to students within ten days of the start of school for that student. The results of the LAB-R will also be used to determine the level of ESL instruction.

Students who are already identified as ELL students are given the NYSESLAT test at the end of the year. Determination of who needs to take the test is based on the ATS report for who is eligible to take the NYSESLAT. The NYSESLAT is then given by the ESL teacher at the school, who ensures that all four components of the test are taken.

After all testing is complete, letters will be sent out to parents in regards to their students ESL status. Entitlement letters are determined based on the previous years NYSESLAT scores meaning that, if a student tested as proficient on the NYSESLAT, then that student will be given a letter of nonentitlement. If a student did not test out, then that student will be given a letter of continued entitlement. Parents of students who are new to the school and just took the LAB-R will be given a placement letter. All letters are taken from the NYC DOE website and are sent in the home language of the student, whenever possible. All letters are to be signed by the principal. A paper copy of each letter that was sent home is kept by the ESL teacher.

For students new to the school who did not pass the LAB-R, a parent orientation will be held no later than October. All attempts will be made so that every parent can attend the same orientation, but further orientations will be held in the event that there are schedule conflicts. The parent orientation will be held by the ESL pedagogue as well as a Spanish speaking translator. During the orientation the

options for the different programs (Transitional Bilingual Education, Dual Language, and Freestanding ESL) are explained through both the orientation video on the NYC DOE website, as well as through a question and answer period. Then, parents fill out the parent survey and program selection survey which is collected before parents leave the orientation. The program selection survey is used to determine what programs will be offered whether it be Freestanding ESL, Dual Language, or Transitional Bilingual programs. This year it was determined that most of the parents desired a Freestanding ESL program and there were not sufficient numbers to create a Transitional Bilingual program or a Dual Language program. We have seen the trend for parents to select free standing ESL services over bilingual. They desire their children to acclimate to the language and do well. This year, none of the parents of the new students requested a Bilingual Transitional program or a Dual Language program, but if they had they would have been given the option to transfer their student to another school since PS 45 does not have sufficient numbers to offer either program. All entitlement letters, Parent survey and program selection surveys are the responsibility of the ESL teacher.

At P.S. 45, we offer free standing ESL. If there is desire for another program parents are advised of the resources available to them. They will be advised to contact the office of student placement if they desire a bilingual or transitional ESL program. Special needs students who require bilingual services are provided interim and transitional ESL services as per their IEP mandates.

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0							0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0							0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0							0
Push-In	0	0	0	0	0	0	0							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	25	Newcomers (ELLs	19
Special Education	6		

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
French														0
Korean														0
Punjabi			2											0
Polish														0
Albanian														0
Other	1	1			1	1								0
TOTAL	0													

A. Programming and Scheduling Information

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])?

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)?

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?

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?

Skills of listening, speaking, reading and writing are developed through the use of second language methodology. There are seven classes per day in ESL methodology. Language used for instruction is English; the total number of students served in ESL is twenty six.

The ESL program itself covers grades K-6 in two groups. The level range is from beginning to advance. Instructional strategies are geared to prepare English language Learners to acquire the English language and to obtain English proficiency in all content area subjects. ELL students are required to meet the same challenging state academic content and student achievement standards as all children are expected to meet. Through the use of NYSESLAT, results of the proficiency level of each ELL learner are established. Each ELL subgroup is offered services at their instructional level and needs. Long term ELLs are encouraged to participate in Extended Day services, AIS and test Prep programs.

Students are placed in general education classes. Their instruction is in English only. Classroom teachers are trained in how to differentiate the instruction for these students. In the event of a special needs student, they are placed according to IEP mandates.

A. Programming and Scheduling Information

Through a Balanced Literacy Block, the comprehensive balanced literacy approaches are developed and the information is explained in each piece using the leveled libraries. The school's weekly focus on reading skills is recycled three times each per school year. The school's writing genre changes each month so that students become familiar with and become competent users of the strategies in English. In addition, students in grades K-3 use the Treasures reading program in their literacy block.

The weekly reading skills, which are spiraled three times a year, are taught in the context of purposeful communication through questioning strategies and explaining relationships.

Genre study is taught monthly to help students understand the literacy concepts that apply to the comprehending of various texts. Through grouping during balanced literacy students are exposed to written/oral text and connections are made using students' proper knowledge. All areas of curriculum are explicitly taught and modeled while appropriate uses and functions of languages are applied. During the writing workshop, strategies are taught and modeled to help students understand how to communicate in written English (organizers, demonstrations).

Through math a combination of skills are reinforced to teach basic concepts through Everyday Mathematics. By consistently using hands-on, demonstrations, language support and logs students get a better understanding of the concepts needed to perform each task.

All curriculum areas are taught using multi-level strategies and the focus is on building academic language development. The connection of instruction is linked to the needs of students and the resources are relevant to students' proficiency levels. All content and language is being integrated throughout the school day. Students have many opportunities to interact with teachers, classmates (both ELL and English), through conversation, cooperative grouping, writing conferences, and peer support.

ELL students are encouraged to participate in extended day. In addition, ELL students who are experiencing difficulties receive AUS services from school level providers. In addition, ELLs are included in Academic Intervention Services when needed. Equal access is available to all.

P.S. 45 offers a pull out ungraded and heterogeneous ESL program to students in grades K-6. ESL students are placed in one of two groups depending on their grade, and each group consists of no more than three different grade levels. The ESL teacher is a .5 ESL teacher that sees students several times a week so that all students are seen the mandated number of instructional minutes required. The number of minutes that each student is seen is dependent upon their proficiency level and the mandated number of minutes for that level. This means that beginner and intermediate students are seen for 360 minutes, or eight 45 minute periods during the week, and advanced students are seen for 180 minutes, or four 45 minute periods per week.

During each instructional period, the ESL teacher supports the content in the general education classroom by teaching English through the content of the classroom. Communication between the general education teacher and the ESL teacher occurs. Material that is being covered in the general education classroom is also supported in the ESL classroom through thematic work.

ELL students are evaluated in their home language when necessary to assess them for other services such as speech or therapy. Incoming students whose language is Spanish are also given the LAB-R in Spanish. There is no special instructional plan for SIFE students, since our school does not have any SIFE students that are struggling academically compared to their ELL peers.

For students who are ELLs for less than three years, our school plans to provide them with ESL services that match their needs and that focus on improving their weaknesses, as determined by their LAB-R or NYESESAT. Classroom teachers will also be given strategies to help their students succeed in the general education classroom. For students who are receiving services for more than three years, questions will be asked to help determine the reason that they have not tested out. In our school, the most common reason that our students have been ELLs for longer than three years is that they receive special education services and their ELL status is a part of their IEP. In such cases, the ESL teacher will coordinate her efforts more closely with that of the special education teacher so as to improve the students ability in English. Since P.S. 45 is a K-6 school, there are no students who have received ELL services for six or more years.

As far as instructional strategies and grade level materials in the general education classroom, classroom teachers utilize the Treasures

A. Programming and Scheduling Information

system which also has differentiated instruction for ELL students. In this way, students are able to get the academic content they need as well as get support to accelerate English Language development.

To make sure that the curricular, instructional and scheduling flexibility meets the needs of the students, the students themselves are periodically given assessments both informally and formally by the ESL teacher. Furthermore, the curriculum itself is based on the students needs as determined in and out of the general education classroom. Scheduling is determined based on the needs of the students and based on when the best time to meet with each pull out group of students is. Care is taken to make sure that students are not pulled out of the same period or subject every day, so that the pull out program is interwoven into the week. Beyond the ESL pull out program already mentioned, there is no specific target intervention program offered to ELL students. They may, however, be a part of an AIS program or after school program if a need is determined. Once students score is proficient on the NYSESLAT and students are no longer eligible for ESL, students may, if it is determined to be beneficial, still be pulled out for ESL classes but this is determined on a case by case basis.

In the future, our school plans to improve its ESL program by offering push-in ESL services as well as pull out services. This is to help eliminate the time out of classrooms that students experience in the pull out program. The pull out services will not be discontinued completely, nor will any other program be discontinued.

ELL students are offered equal access to all school programs. When letters go home, Spanish translations are often made available. ELL students can fully participate in AIS programs, the extended day program, as well as extracurricular programs like the Public color paint program and the dance club. ELL students have participated in all of these programs. Although the extended day service is not ESL specific, ELL students also benefit from this program since it focuses on English Language Arts and Math.

The technology used to support ELLs includes the use the Smartboards, leapfrog electronic readers and a school wide subscription to ESL Brain pop that can be used both in the ESL classroom as well as in the general education classroom. A multi-level library is used as instructional materials as well, to help support ELLs.

Since PS 45 uses a Freestanding pull out ESL program and since students have a variety of different native language backgrounds, native language support cannot be given to all students of all languages. However, several books in the ESL library are printed in both English and Spanish for those students who speak the Spanish language.

Although every effort is made to make each lesson grade and age level specific, due to the ungraded nature of each ESL class where three separate grades may be represented, it is not possible to make each lesson perfectly correspond to every single grade of each student in the ESL class. Every effort, however, is made to correspond to the majority of the grade levels in each ESL class as was already mentioned.

As far as activities that our school uses to assist newly enrolled ELL students before the beginning of the new school year, there are no such programs but we may look into such programs in the future. Furthermore, since PS 45 is an elementary school, there are no foreign language electives that are offered.

Courses Taught in Languages Other than English [i](#)

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. 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)?

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				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.

Looking at our data from the NYS ELA, NYSESLAT, ACUITY and Reading 3D, we have noticed that our ELL population is stable and tends to range from low to high on standardized assessments. Students in fourth grade tend to score low on the ELA, with both students scoring a 1. Students in fifth grade are spread almost evenly across the range of possible scores, with one student scoring a level 1, one student scoring a level 2 one student scoring a level 3 and no students scoring a level four. The single student in grade 6 scored a level 2 on the ELA. The math scores are a bit higher, with all but one of the fifth grades scoring a level 3 and the sixth grader also scoring a level 3. The fourth grade students both scored a level 2 on the Math test.

Overall, the area of difficulty experienced as proven by the data seems to be in listening and writing. In particular, students have scored low on the writing subtest of the NYSESLAT. In order to support this area, our ESL teacher uses the balanced literary model for her instruction. She follows the instruction schedule of our school and provides the children with support in this area. The development of a monthly writing genre is her focus for instruction. Also, the results of all assessments are discussed at grade level data meetings which support our ELL population. Native language is supported by insuring that all ELLs have equal access. Technology supports their learning and language acquisition needs. Support is also given using dictionaries and small group instruction.

Additionally, all our LAB-R students this year are kindergarteners who scored at the advanced level. Also, when looking at the scores from the NYSESLAT, patterns and weaknesses observed, specifically in writing, will be used to help determine instructional decisions as far as what will be covered in the ESL curriculum.

The assessment tool that is used to assess early literacy skills at PS 45 is the Teacher's college Reading Running Records. The information t is used to coordinate ESL pull out instructions with the classroom instruction and with each individual ELL student's needs. When weaknesses are found in the Running Records, they are to be addressed in upcoming lessons. At all the different grade levels, especially the first grade, students are behind where they should be on the Running Record even at the start of the school year. For example, students entering first grade should be at a reading level of E, however none of our ELL students are at this level. Most are reading at a level B. (Out of six ELL students in grade one, three are reading at level B, one is reading at level C and two are reading at level A). This data is used to structure the ESL groups so that those students needing extra help in reading will get the help they need during the ESL lessons. Extra time will be spent on sight words, sound letter recognition and decoding skills for those students who need it.

Since there are no tests that students have taken recently in the native language, it is not possible to compare how they have fared in English compared to their native language. The native language is not used during lessons since students are taught using a Freestanding pull out ESL program.

The ESL teacher is the staff member involved in the process of making ESL instructional decisions based on the NYSESLAT modalities. The modality that ELL students struggle the most with is writing and reading, so there is a strong focus on writing and reading for those students who need it.

The success of the program for ESL is measured based on periodic assessments given to students by the teacher. It is also measured based on communication with the classroom teacher and the assessments that the classroom teacher gives them. Assessment tools include teacher created tests and quizzes, written assignments and informal observations of students speaking, writing, reading and listening skills.

The results of the periodic assessment are being used to help determine what ESL services students need, the frequency in which they need to be seen, and the type of material they need to work on. Based on the data, the ESL teacher is able to determine which modalities, be it speaking, reading, writing or listening, to focus on and then to group students accordingly.

The school is learning that our ESL students need more support to sufficiently excel in learning English. It is also learning that certain students, specifically those students who are also special education students, struggle the most on the Periodic Assessment. Possible options for improvement include more training on part of the paraprofessionals that service those students, smaller class sizes (since some of those ELL students who are also special ed students are in 12 to 1 self contained classrooms) and more coordination with the self contained special education teacher.

Additional Information

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

Paste additional information here

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q045** School Name: **Clarence E. Witherspoon School**

Cluster: **2** Network: **211**

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.

In order to ensure that all parents are provided with appropriate and timely information in a language that they can understand, the school continually assess the language needs of the parent population through a review of Home Language Surveys and interview of parents of currently enrolled students. The school maintains an appropriate and current record of the primary language of each parent. This information is maintained in ATS and on the student emergency cards.

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.

The major findings of our school's written translation and oral interpretation needs underscores our efforts to provide written and verbal translation in a variety of languages. We have reported these findings to the school community through parent notifications translated into appropriate, parent- specific 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.

PS 45Q will provide written translation services that meet the needs indicated in Part A by ensuring that all documents provided to parents are translated into languages specific to the needs of our parent population. Written translation services will be provided by in-house staff (Spanish) and/or an outside vendor. All documents uploaded to our school website can be translated into over 50 languages (via eChalk).

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 will be provided by in-house staff members (Spanish) and/or DOE interpretation services. In this way, we will meet the identified needs of our parent population.

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>.

PS 45 will determine within 30 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school and, if such language is not English, whether the parents require language assistance in order to communicate effectively with school personnel. PS 45 will conduct parent interviews at registration and note responses to Home Language Surveys for new admits. We shall maintain an appropriate and current record of the primary language of each parent in the main office. We will seek assistance from the Department of Education in providing translation and interpretation services for languages other than Spanish (translation/ interpretation provided by in-house staff) to assist in parent communication with school-based personnel. We will provide parents with the option of relying on a friend/companion or relative for language interpretation services. We will continually assess our language assistance needs and have taken steps to ensure that pertinent information is posted on our school website which translates all text into over 50 languages.

All centrally produced communication is distributed in multiple languages to meet the needs of our parent population. Student specific documentation regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program will be translated into languages appropriate for the specific parent/s.