



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS45 THE JOHN TYLER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R045

PRINCIPAL: CHRISTINE CHAVEZ **EMAIL:** CCHAVEZ3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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 |
|---------------------------------|---|------------------|
| Christine Chavez | *Principal or Designee | |
| Nicole Vega (Designee) | *UFT Chapter Leader or Designee | |
| Veronica Cangemi (Co-President) | *PA/PTA President or Designated Co-President | |
| Diane Graffeo | DC 37 Representative, if applicable | |
| Jennifer Lawson | Parent | |
| Jennifer Korten | Parent | |
| Olta Minnena | Member/Teacher | |
| Melissa Curto | Member/Teacher | |
| Lisa-Esposito-Planzo | Member/Teacher | |
| Libby McPike | Member/Teacher | |
| Alice Matthias | Member/Parent | |
| Diane Fulton | Member/Parent | |
| Deirdre Armitage | Member/Parent | |
| Li Chen-Zhu | Parent | |
| India Blow | Parent | |
| Marilyn Brown | Teacher | |

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

- To strengthen the curriculum in English Language Arts in order to prepare all students for the rigorous performance expectations as specified in the Common Core State Standards. By June 2012, all students in grades K-5 will complete a performance task that asks students to read and analyze informational texts and write opinions and arguments in response. By June 2012, 56% of all students in grades K--5 will make one year's progress in reading as evidenced by the Teacher's College assessments. Students in grades 3-5 will increase 3% (53% to 56%) on the New York State ELA test.

Comprehensive needs assessment

ELA Level 3 & Above

| | 2010-2011 | 2009-2010 | Difference |
|------------|-----------|-----------|------------|
| All Grades | 53% | 40% | +13% |
| Grade 3 | 51% | 34% | +17% |
| Grade 4 | 56% | 40% | +16% |
| Grade 5 | 53% | 47% | +6% |

| | Level 1 | Level 2 | Level 3 | Level 4 |
|------------|-----------|------------|------------|----------|
| All Grades | 9% (-6%) | 38% (-7%) | 51%(+16%) | 3% (-2%) |
| Grade 3 | 11% (-9%) | 38% (-8%) | 49% (+19%) | 2% (-2%) |
| Grade 4 | 7% (-3%) | 37% (-13%) | 16% (+16%) | 1%(-1%) |
| Grade 5 | 8% (-6%) | 39% ((0) | 6% (+11%) | 4% (-5%) |

Subgroups that did not make AYP in 2010-2011 Level 3 & Above

| | All Grades | Grade 3 | Grade 4 | Grade 5 |
|-------------------------|------------|------------|------------|------------|
| African American | 36% (+20%) | 41% (+28%) | 33% (+15%) | 32% (+17%) |
| Student w/ Disabilities | 13% (+6%) | 21% (+17%) | 8% (+8%) | 5% (-9%) |

Instructional strategies/activities:

*Implementation of the Teachers College Reading and Writing Curriculum.

- **July/August: Administration planning the reading and writing units with each grade at least 1x in the summer. Essential questions and big ideas were developed for each unit, paced day to day lessons and selected materials to align with each unit. All information was inputted into Curriculum Mapper Software.**
- **On-going curriculum analysis aligned to student's needs during teacher team inquiry time. Time allotted 50 minutes weekly in addition to common preps.**
- **Differentiated Staff Development from Teachers College. K-2 and 3-5 grouping focusing on ELA. Staff developers will work in cycles. *Fall cycle* (October K-2, 3 PD sessions; October/November 3-5, 4 PD sessions) Focus: Workshop model and clarity of teaching. *Winter cycle* (Jan/Feb K-2, 3 PD sessions; Jan/Feb 3-5, 3 PD sessions) Focus: Based on observations by the Principal and AP, focus will be Determined around workshop. Classroom observations have included the learning environment, mini lessons and inside the readers workshop.**

Spring Cycle (K-2, 3 sessions; 3-5, 3 sessions) Focus: Reflecting on the year and planning for the 2012-2013 school year.

- In house Professional development given by the staff developer includes mentor periods and block coverages scheduled once a week for new teachers and teachers returning to classes after an extended period of time.
- Outside Professional Development includes Teacher's College calendar days. All grade levels, paras, science teachers ELL teachers and special education teachers are scheduled to attend differentiated workshops.
 - Outside Professional Development sponsored by the Staten Island Foundation Grant includes a 2 day Larry Ainsworth professional development in September on unwrapping the Common Core State Standards.
 - Carl Anderson Professional Development takes place monthly. A representative from all grades attends. The focus is writing in relation to the Common Core Standards.
 - Two block periods a week are scheduled for teachers to debrief their learning from outside workshops with Administration and the staff developer.
 - Lead Teachers are involved in a study group that meets 1x a month with Teacher's College which focuses on school and classroom visits related to the units of study. Lead teachers turnkey their learning at grade meetings.
 - Administration attends study groups at Teacher's College 5x a year as well as CFN study groups. The CFN study groups focus on Tasks, Teacher Effectiveness and assessment.
- Non-Fiction task development aligned to the Common Core State Standards: CFN 409 will support task development through professional development and on Election Day, all staff received training on task development.
- Teachers will meet weekly to assess student work and plan lessons that demand evidence to support a claim.
- Instructional Team consists of the CORE inquiry Team (Administration, staff developer, AIS teacher and 2 representatives from each grade). Team meets 2x a month to support instructional initiatives.
- Independent reading levels recorded into Assessment Pro
- Ongoing evaluation of Acuity assessments given 3x a year.
- January 27th: Additional staff development day Focus: Analyze results of the performance assessment task, plan and review curriculum accordingly.
- Research based programs (Foundations and Wilson) used for word study for selected students.

Strategies to increase parental involvement: Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Conduct parent workshops (Read Aloud Morning 1x a month followed by a parent workshop given by the staff developer, December 6th: Teacher's College PD for parents.)
- Providing materials and training to help parents work with their children to improve their achievement level in literacy (Sylvan learning workshops)
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (School Messenger phone system communicating weekly announcements to parents and attendance calls, Literacy Night)
- Providing assistance to parents in understanding City, State and Federal standards and assessments (PTA meetings, Parent/Teacher conferences, Data Specialist and Parent Coordinator.)
- Establishing a parent resource center/area
- Developing and distributing a school newsletter and website designed to keep parents informed about school activities and student progress (School website for parents to retrieve school updates.)

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 becomes highly qualified, in order to achieve this goal.

- The administration is working to ensure that all new hires and current staff are working in their license area. If a teacher is not working in their license area, they are offered support to become highly qualified or they will work in another position where they are highly qualified.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Staten Island Mental Health Parent Volunteers
- Jewish Community Center (JCC) Community Based Organization
- Teacher's College

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Fair Student Funding, SI Foundation Grant, Title I SWP, Title IIA, ARRA RITTT, Title III

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

- To strengthen the curriculum in mathematics in order to prepare all students for the rigorous performance expectations as specified in the Common Core State Standards. By June 2012, 100% of students in grades K-5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. 68% of students will accurately solve a real-world problem performance task with constructive viable arguments utilizing knowledge of concepts and skills obtained through the curriculum. Students in grades 3-5 will increase 2% (65% to 67%) on the New York State Math test.

Comprehensive needs assessment

Math Level 3 & Above

| | 2010-2011 | 2009-2010 | Difference |
|------------|-----------|-----------|------------|
| All Grades | 65% | 56% | +9% |
| Grade 3 | 59% | 48% | +11% |
| Grade 4 | 73% | 58% | +15% |
| Grade 5 | 65% | 61% | +4% |

| | Level 1 | Level 2 | Level 3 | Level 4 |
|------------|----------|------------|------------|-----------|
| All Grades | 6% (-1%) | 29% (-8%) | 43%(+6%) | 22% (+3%) |
| Grade 3 | 11% (0%) | 31% (-10%) | 47% (+14%) | 12% (-3%) |
| Grade 4 | 3% (-4%) | 24% (-11%) | 40% (0%) | 33%(+15%) |
| Grade 5 | 3% (0%) | 32% (-4%) | 42% (+4%) | 23% (-1%) |

Instructional strategies/activities:

- CFN 409 will provide professional development for teachers to develop and implement a consistent grade level plan for problem solving, develop a toolkit of strategies, construct viable arguments for problem solving and communicate the arguments effectively**
- Pacing for math curriculum established by grade**
- Weekly meetings and professional development days for teachers are planned to plan lessons and assess student work.**
- Math For All monthly professional development given by the CFN focusing on different approaches to teaching in grades 3, 4 and 5.**
- CFN instructional specialist support. PD launched on staff development day in September: Focus: Problem Solving. Election Day P.D. focus: Exemplars. Extended day Thursday Professional Development for grade levels.**
- Everyday Math data collection after each unit is completed.**
- Math liaison attended a 2 day MCT conference in November and turn keyed information to teachers.**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Conduct parent workshops (Math Morning 1x a month followed by a parent workshop given by the math liaison.)
- Providing materials and training to help parents work with their children to improve their achievement level in math (Sylvan learning workshops)
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (School Messenger phone system communicating weekly announcements and attendance to parents.)
- Providing assistance to parents in understanding City, State and Federal standards and assessments (PTA meetings, Parent/Teacher conferences, Data Specialist and Parent Coordinator.)

- Establishing a parent resource center/area
- Developing and distributing a school newsletter and website designed to keep parents informed about school activities and student progress (School website for parents to retrieve school updates.)

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 becomes highly qualified, in order to achieve this goal.

- The administration is working to ensure that all new hires and current staff are working in their license area. If a teacher is not working in their license area, they are offered support to become highly qualified or they will work in another position where they are highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan

- Fair Student Funding, Title 1 SWP monies, ARRA RITTT.

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

- Improve student progress, student performance and school environment by improving safety and respect. There will be an increase in the Learning Environment Survey Results, specifically attendance rate and safety and respect. Attendance rate will increase from 92.8% to 93.2% and safety and respect will increase from 7.8 to 7.9%

Comprehensive needs assessment

Attendance rate 92.8% (2010-2011 school year), 93.2 (2009-2010 school year)
Safety and Respect 7.8% (2010-2011 school year), 7.7% (2009-2010 school year)
Student Progress 31.6 (B) 2010-2011 school year
Student Performance 7.3 (C) 2010-2011 school year
School Environment 5.7 (C) 2010-2011 school year

Instructional strategies/activities:

- **Implement a student and citizen of the month award program**
- **Utilization of attendance badges to students with 100% attendance each month**
- **Utilization of the School Messenger system to communicate with families daily and weekly regarding attendance and weekly school happenings**
- **Implementation of a new school website to communicate academic and behavioral expectations to increase parental involvement**
- **Positive Behavior Intervention Supports (PBIS)**
- **Anti-bullying training for 5th grade students through the Wagner College Visiting Nurses**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (School Messenger phone system communicating weekly announcements to parents and attendance calls, International Night.)
 - Establishing a parent resource center/area
 - Developing and distributing a school newsletter and website designed to keep parents informed about school activities and student progress (School website for parents to retrieve school updates.)
 - Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand (PTA meetings with guest speakers)

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 becomes highly qualified, in order to achieve this goal.
- The administration is working to ensure that all new hires and current staff are working in their license area. If a teacher is not working in their license area, they are offered support to become highly qualified or they will work in another position where they are highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NYCARES, Wagner College Visiting Nurses

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- FSF, Title I, City Counsel Funds

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

- To improve ELA performance for our Students With Disabilities subgroup grades 3-5 on the 2012 State ELA test from 13% to 16%

Comprehensive needs assessment

Subgroups that did not make AYP in 2010-2011 Level 3 & Above

All Grades Grade 3 Grade 4 Grade 5

Student w/ Disabilities 13% (+6%) 21% (+17%) 8% (+8%) 5% (-9%)

School has been identified as a SINI school (category Basic) for the subgroup of Students with disabilities in ELA

Instructional strategies/activities:

- **Teachers College calendar days specific to special education teachers**
- **Monthly special education meetings with special education teachers and administration.**
- **Special Education instructional support provided by CFN 409. Focus: Meets with 4 self contained teachers monthly working on goals and grouping.**
- **Special Education instructional support provided by CFN 409. Focus: Meets with new special education teachers.**
- **Research based instructional programs for special education students based on needs includes New Heights, Comprehension Toolkit, Foundations, Wilson, Orton Gillingham techniques**
- **External and internal monitoring of special education teachers. For external monitoring, CFN meets monthly with administration. For internal, in school team meets bi-weekly. Focus: Ongoing analysis of student data and planning for improvement. External support includes network leader, deputy network leader, special education specialist, special education specialist and CEIS Coordinator.**
- **After school program planned for Title I students and students with disabilities**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Providing materials and training to help parents work with their children to improve their achievement level
- Providing parents with the information and training needed to effectively become involved in planning and decision making in 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
- Provide opportunities for parents to help them understand the accountability system

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 becomes highly qualified, in order to achieve this goal.

- The administration is working to ensure that all new hires and current staff are working in their license area. If a teacher is not working in their license area, they are offered support to become highly qualified or they will work in another position where they are highly qualified

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- TBD based on SINI funding

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Fair Student Funding, SI Foundation Grant, Title I SWP, Title IIA, ARRA RITTT, Title III

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 | 32 | 15 | N/A | N/A | 1 | 0 | 0 | 0 |
| 1 | 55 | 26 | N/A | N/A | 1 | 0 | 0 | 0 |
| 2 | 60 | 31 | N/A | N/A | 3 | 0 | 0 | 0 |
| 3 | 59 | 32 | N/A | N/A | 0 | 0 | 0 | 0 |
| 4 | 70 | 35 | 25 | 20 | 4 | 0 | 0 | 0 |
| 5 | 78 | 40 | 9 | 11 | 0 | 0 | 0 | 0 |
| 6 | | | | | | | | |
| 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 |
|--|--|
| <p>ELA</p> | <p>Reading Volunteers (During School) - Reading volunteers work one-to-one with students and read with them, and to them. This service is provided for one period per week for selected students. Wilson Reading System (During School) - targets students in grades three through five who are struggling readers. Trained personnel daily provide the services for one period in a one to one or small group setting. The program targets phonemic segmentation alphabetic principle - sound/symbol relationships, decoding, encoding (spelling) advanced word analysis, vocabulary development, sight word instruction, fluency, comprehension with visualization and metacognition. Extended Day ELA Program (After School) - Students receive instruction that includes Guided Reading, Self-selected Reading, Word Study and writing 2X per week. Additional Guided Reading (During School) - Additional guided reading periods are built into teachers' classroom schedules in order to provide struggling readers with extra small group instruction where decoding skills and comprehension skills are the focus. New Heights(During School) - Audio assisted program used in grades 3-5 daily 5X week for struggling readers to increase reading achievement, build reading fluency and improve student comprehension.. Literacy Night (After School) - Students and their families in grades K-5 arrive for a full evening of literacy where they can meet their favorite book characters, listen to their favorite stories, and create hands on literacy projects. All students receive a cache of books to read with their families at home. Saturday Workshop ELA Fourth Grade Assessment (After School) - Fourth Grade students have an opportunity to attend a full morning workshop where together with their parents they learn test taking strategies, learn the format of the ELA Assessment and take a practice test with their parents. Summer Reading Packet (After School) - All students receive a summer reading packet complete with a summer reading book and an Assignment to bring back to school in September. Each classroom teacher spends the first week of school constructing additional literacy activities using this book with his/her students. Extended Day ELL Program (After School) - ELL Students in grades K-5 stay for an extended day (two days a week for two hours each day) program where they receive English Language Instruction through hands-on activities. The classes are small and offer differentiated instruction in visual and auditory literacy skills. LLI (During School) –a powerful early intervention designed to be implemented with small groups of children who need intensive support. Each lesson is a combination of reading, writing, phonics and word study. Foundations (During School) - a program for grades K-1 designed to teach Phonological/phonemic awareness, phonics and spelling. Foundations lessons focus on print knowledge, alphabet awareness, decoding, vocabulary, fluency and spelling. Comprehension Toolkit (During School) -</p> |

| | |
|---|--|
| | Provides at risk students with comprehension skills and strategies. After School ELA program for Title I students and Students with Disabilities in grades 2-5. |
| Mathematics | Extended Day Math (After School) targets students who have not met and who are approaching math standards in grades 1-5. Program is 2X per week after school for 50 minutes. Problem solving skills, reading about math, hands-on math activities are included in the program as well as test taking skills in preparation for city and statewide test. Saturday MATH Workshop for fourth grade state assessment (After School) - Workshop for students and parents that helps create and understanding of what students are expected to know to successfully meet the standards for the fourth grade math assessment. Calendar Math(During School) – This interactive bulletin board kit provides students with an opportunity to analyze data, see patterns, explore math relationships and construct math understanding over time at an individual pace through continuous exposure to critical math concepts including: place value, measurement, time, money, mental math, geometry, estimation, patterns and functions, graphing and statistics. Extended Day ELL Program (After School) - ELL Students in grades K-5 stay for an extended day (two days a week for two hours each day) program where they receive English Language Instruction through hands-on activities. Cooking and other hands-on activities provide students an opportunity to solve everyday math problems while learning English. Great Leaps for math fluency. |
| Science | Children visit the science lab weekly to engage in differentiated experiments and small group instruction based on areas of need. |
| Social Studies | Teachers plan the social studies core curriculum to allow for differentiated instruction for the themes of each grade. |
| At-risk Services provided by the Guidance Counselor | Positive Reinforcement Behavior Management System (During School) - Positive reinforcement of desired behaviors (bringing back homework, daily behavior notes, treating others with respect, volunteering, participating in activities). Small Group Peer Mediation (During School) - Ad hoc groups are assembled on a daily basis to diffuse situations that may have resulted in verbal or physical altercations. Small Group counseling: Bereavement, Divorce, Domestic Violence, Abuse(During School) - Weekly group discussions that center around current school wide social issues that may affect subgroups of the student population. |
| At-risk Services provided by the School Psychologist | N/A |

| | |
|---|------------|
| At-risk Services provided by the Social Worker | N/A |
| At-risk Health-related Services | N/A |

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

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-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-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, Maryanne Poli, to serve as a liaison between the school and families. The Parent Coordinator 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-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 and 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R045 School Name: PS 45 The John Tyler School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1

Category: Basic

Intervention: School Quality Review (SQR)

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS45 was identified as a SINI school for the 2011-2012 school year because we did not meet Adequate Yearly Progress for our Students with Disabilities subgroup in grades 3-5 in the area of English Language Arts. The data is as follows:

| 2010-2011 Level 3 & above in ELA | | | | |
|---|-------------------|----------------|----------------|----------------|
| <i>*Noted change from 2009-2010 school year is in parenthesis</i> | | | | |
| | All Grades | Grade 3 | Grade 4 | Grade 5 |
| Students w/Disabilities | 13% (+6%) | 21%(+17%) | 8% (+8%) | 5% (-9%) |

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Teachers College calendar days specific to special education teachers
 - Monthly special education meetings with special education teachers and administration.
 - Special Education instructional support provided by CFN 409. Focus: Meets with 4 self contained teachers monthly working on goals and grouping.
 - Special Education instructional support provided by CFN 409. Focus: Meets with new special education teachers working on planning, strategies, goals, grouping.
 - Research based instructional programs for special education students based on needs includes: New Heights for comprehension and fluency, Comprehension Toolkit for comprehension strategies, Foundations (K-1) for letter identification, phonemic awareness, phonics and fluency, Wilson (2-5) for letter identification, phonemic awareness, phonics and fluency, Orton Gillingham techniques (all special education classrooms) and Great Leaps for fluency.
 - External and internal monitoring of special education improved achievement. For internal, in school team meet bi-weekly. Focus: Ongoing analysis of student data and planning for improvement. For external monitoring, CFN meets monthly with administration. External support includes network leader, deputy network leader, special education specialist, special education specialist and CEIS Coordinator.
 - After school program planned for Title I students and students with disabilities. Program will be conducted by an outside vendor supporting the children in Common Core State Standards, Teacher's College Reading and Writing Units, and remediation students' area of need.
 - Ongoing data collection and progress monitoring monthly to track trends, improvements and make changes to the interventions needed for each particular student.
 - Attendance monitored weekly. Phone calls and meetings with parents will occur for any student falling below the 90% Chancellor's mandate for yearly attendance. Attendance badges are given to students each month for having 100% attendance. Students that receive 10 badges will receive additional recognition.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

In addition to the professional development stated above in Part A, question 2, the following high quality professional development that addresses English Language Arts is planned for all teachers:

- July/August: Administration planning the reading and writing units with each grade at least 1x in the summer. Essential questions and big ideas were developed for each unit, paced day to day lessons and selected materials to align with each unit. All information was inputted into Curriculum Mapper Software.
- On-going curriculum analysis aligned to student's needs during teacher team inquiry time. Time allotted 50 minutes weekly in addition to common preps.
- Differentiated Staff Development from Teachers College. K-2 and 3-5 grouping focusing on ELA. Staff developers will work in cycles. *Fall cycle* (October K-2, 3 PD sessions; October/November 3-5, 4 PD sessions) Focus: Workshop model and clarity of teaching.
Winter cycle (Jan/Feb K-2, 3 PD sessions; Jan/Feb 3-5, 3 PD sessions) Focus: Based on observations by the Principal and AP, focus will be determined around instruction. Classroom observations have included the learning environment, mini lessons and components of the readers workshop.
Spring Cycle (K-2, 3 sessions; 3-5, 3 sessions) Focus: Reflecting on the year and planning for the 2012-2013 school year.
- In house Professional development given by the staff developer includes mentor periods and block coverage's scheduled once a week for new teachers and teachers returning to classes after an extended period of time.
- Outside Professional Development includes Teacher's College calendar days. All grade levels, paras, science teachers ELL teachers and special education teachers are scheduled to attend differentiated workshops.
 - Outside Professional Development sponsored by the Staten Island Foundation Grant includes a 2 day Larry Ainsworth professional development in September on unwrapping the Common Core State Standards.
 - Carl Anderson Professional Development takes place monthly. A representative from all grades attends. The focus is writing in relation to the Common Core Standards.
 - Two block periods a week are scheduled for teachers to debrief their learning from outside workshops with Administration and the staff developer.
 - Lead Teachers are involved in a study group that meets 1x a month with Teacher's College which focuses on school and classroom visits related to the units of study. Lead teacher's turnkey their learning at grade meetings.
 - Administration attends study groups at Teacher's College 6x a year as well as CFN study groups. The CFN study groups focus on Tasks, Teacher Effectiveness and assessment.
- Non-Fiction task development aligned to the Common Core State Standards: CFN 409 will support task development through professional development and on Election Day, all staff received training on task development.
- Teachers will meet weekly to assess student work and plan lessons that demand evidence to support a claim.
- Instructional Team consists of the CORE inquiry Team (Administration, staff developer, AIS teacher and 2 representatives from each grade). Team meets 2x a month to support instructional initiatives.
- January 27th: Additional staff development day Focus: Analyze results of the performance assessment task, plan and review curriculum accordingly.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In house Professional development given by the staff developer includes mentor periods and block coverage's scheduled once a week for new teachers and teachers returning to classes after an extended period of time. The staff developer works with teachers on common core standards and the Teacher's College Reading and Writing Units of Study.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The principal met with the School Leadership Team and it was agreed that a parent meeting will be scheduled on December 20th at 9:00am. During this time, the principal will talk with all parents of the school community why the school has been identified as a SINI school, the interventions that are being implemented, and how parents can continue

to support their child's education. A letter to the parents of all students, in a language that the parents can understand, will be sent out on December 15th informing the school community of the school's SINI status.

**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 Christopher Groll | District 31 | Borough Staten Island | School Number 045 |
| School Name John Tyler School | | | |

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

| | |
|--|---|
| Principal Christine Chavez | Assistant Principal Jennifer Logan |
| Coach Maria Vaccaro | Coach Rosemarie Hughes |
| ESL Teacher Maria Perri | Guidance Counselor Libby McPike |
| Teacher/Subject Area Jessica Romano ESL | Parent Sanela Ibrocevic |
| Teacher/Subject Area Myra Staniszewski | Parent Coordinator Maryann Poli |
| Related Service Provider Roseann Mangione | Other Lisa Esposito-Planzo |
| Network Leader Neal Opromolla | Other type here |

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 | 2 | 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 | 1 | 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 | 964 | Total Number of ELLs | 67 | ELLs as share of total student population (%) | 6.95% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. ELL students are first identified according to the information provided by the Home Language Identification Surveys (HLIS) completed at registration. Registration for incoming kindergarten classes are scheduled by appointment by the school secretary and we have two licensed ESL teachers, who are available during the registration process to assist parents in completing the HLIS. Our two trained pedagogues ensure that parents are given the survey in their native language and conduct student interviews. The ESL teachers, Maria Perri and Jessica Romano, assist parents in completing the HLIS, conduct student interviews to initially determine language proficiency, and administer the LAB-R as needed. We also have bilingual pedagogues in the school, Olta Minenna who speaks Albanian and Omar Hassam who speaks Arabic and are available for translation if needed. Our ESL teacher, Maria Perri holds a bilingual extension in Spanish and is responsible for the administration of the Spanish LAB-R to entitled students to determine proficiency in the native language.

All eligible ELL students are administered the NYSESLAT annually by our two trained ESL teachers. Students are evaluated individually for the speaking portion of the exam and tested in small groups for the listening, reading and writing sections. ESL teachers ensure that exams are secured, scored, and returned for processing as per state regulations.

2. Here at P.S.45, we take many steps to ensure that all our parents understand the options available to them to aid their children in becoming English proficient. Once eligibility is determined by the LAB-R, parent outreach is conducted by our two ESL teachers who notify parents via entitlement letters sent home with the student. Parents are provided with an appointment date and time and must return a tear-off notice indicating their availability and consent to attend the orientation meeting. If a parent fails to respond, or does not attend the orientation, the ESL teachers contact the parents via telephone and explain their options. Every consideration is made to make certain that parents have ample opportunity to make an educated choice in selecting a program for their child. Entitlement and placement letters are sent home with the students once the parent has selected a program.

3. Within ten days of a child entering our school for the first time, parents are invited to a Parent Orientation where they are shown a video, in their native language that thoroughly explains the free-standing ESL, transitional bilingual and dual language programs. Translators are available for our Spanish, Albanian and Arabic speaking attendees and pamphlets in the native language are available as well. Staff and the Translation and Interpretation Unit of the Department of Education is used to ensure translators and translated materials are available for all native languages. Parent Survey and Program Selection forms are collected by the trained ESL pedagogues; copies are made and filed in the school ELL binder and originals are returned with the HLIS to the students' cumulative record. Program placement letters are sent home to parents to further inform them of their program choice and placement. All correspondence is documented and filed by the ESL teachers.

4. At the orientation, parents are asked to complete the translated Parent Survey and Program Selection forms that ask parents to make an informed decision as to their child's placement in a language learning program. Parents have ample opportunity to view the informational video in their native language, read translated materials regarding program choices, and are free to ask questions of school personnel. Parents are informed, through translators if needed, about the differences in programs and their availability, whether

at our school or elsewhere.

5. The ELL program implemented at P.S.45 is reflective of the choice made by parents on the Survey Selection forms. Careful review of these forms indicate that most parents prefer their children be placed in a free-standing ESL program. Of the 15 newly admitted students in Kindergarten, 11 parents chose ESL; 2 chose Dual Language and 2 elected TBE. The parents of our two new students in first grade, likewise, chose ESL for their children. In the 2010-2011 and 2011-2012 school years, ESL is the first choice on the majority of Selection Forms, even though the parents are made aware that other programs are available. For the 2010-2011 academic year, all of the parents of newly admitted kindergarten students chose ESL. The program model offered at P.S. 45 is much aligned with parent request. In Kindergarten and first grade, we have 27 students whose native language is Spanish. We understand that we have the numbers necessary to open a bilingual or dual language class; however, the ESL instructional model was the first choice for the majority of parents on the Program Selection Form. P.S. 45 is willing to open a bilingual or dual language program if so requested by parents. In the event that parents elect to open a Dual Language or Transitional Bilingual Education Program at P. S. 45, the school will conduct informational and planning sessions with parents, administration, and assorted school personnel to best plan for implementing a successful program. The LAP Team will continue to monitor further results for any changes.

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● | No* | If yes, indicate language(s): |
| Dual language program | Yes● | No* | 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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 12 |
| Total | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | |
|-----------------------------|----|--|----|
| All ELLs | 67 | Newcomers (ELLs receiving service 0-3 years) | 58 |
| | | Special Education | 10 |

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|----------------------------------|---|-------------------------------|---|
| SIFE | 2 | ELLs receiving service 4-6 years | 9 | 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. ①

| 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 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 58 | 2 | 5 | 9 | | 2 | | | | 67 |
| Total | 58 | 2 | 5 | 9 | 0 | 2 | 0 | 0 | 0 | 67 |

Number of ELLs in a TBE program who are in alternate placement: 0

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | EP | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 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 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 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: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| | 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 | 15 | 15 | 7 | 9 | 7 | 4 | | | | | | | | 57 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | 1 | | 1 | | 2 | | | | | | | | 4 |
| Haitian | | 0 | 1 | | | | | | | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Other | | 2 | | | 2 | 1 | | | | | | | | 5 |
| TOTAL | 15 | 18 | 8 | 10 | 9 | 7 | 0 | 67 |

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.a. P.S. 45 provides a Free-Standing ESL Program using push-in and pull-out models. The ESL Program uses meaningful and purposeful instructions where ELLs explore ideas and concepts at a pace that is reflective of their level of English proficiency. They engage in a Balanced Literacy approach that builds their academic, language and cultural experiences. The target population is approximately sixty-seven students who are entitled based on the established cut-off scores of the LAB-R or NYSESLAT.

b. Students in the pull-out ESL program are grouped heterogeneously with mixed proficiency levels. A class group may consist of 2 consecutive grade levels with combined proficiency levels, i.e. Advanced kindergarten with Beginner first grade students.

2. P.S. 45 has two licensed ESL teachers to ensure that the mandated number of instructional minutes are provided for our students in the ESL pull-out/push-in program. One teacher oversees the instruction of students in grades kindergarten, first, and second while the other provides for students in grades 3 through 5.

b. Beginner and Intermediate level students are serviced 8 times per week to meet the mandated 360 minutes of ESL instruction, while Advanced level students are serviced 4 times per week for 180 minutes of service by each teacher.

3. Instruction for beginner language learners includes the four skills of listening, speaking, reading and writing and are included in daily instruction. Heterogenous, small group instruction includes ESL methodologies in a Balanced Literacy approach which consists of independent, shared and guided reading, literacy centers, leveled classroom libraries, literature circles, writer's workshop, interactive read aloud and word study. The ESL teachers provide instruction using the Sheltered English approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers use clear, direct,

A. Programming and Scheduling Information

simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers adapt lesson delivery to suit English proficiency levels with learning activities that connect new content to students' prior knowledge, allow collaboration among students, and offer ELLs the grade-level content instruction of their English-speaking peers.

4. Our ESL teacher, Maria Perri, also holds a bilingual extension in Spanish and is able to appropriately evaluate students in their native language using the Spanish Lab-R and Fountas & Pinnell's Sistema de Evaluacion de la Lectura, a comprehensive assessment that determines instructional and independent reading levels. Our other bilingual teachers are able to conduct informal assessments to our Albanian and Arabic students to determine fluency and proficiency in the native language.

5. In differentiating instruction for our students, proficiency levels are taken into consideration first. ELLs at the beginning and intermediate levels of language proficiency as determined by their LAB-R and NYSESLAT scores will receive 360 minutes of ESL instruction per week. ELLs at the advanced level will receive 180 minutes of ESL instruction per week. All students will receive 180 minutes of ELA instruction in their classroom. Content area instruction is provided in English supported by ESL methodologies. The ESL classes consist of: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5.

a. There are currently two SIFE students at P.S. 45. They have been integrated into the various programs offered here including AIS, After School Homework Help, Reading Recovery, and Wilson. Additionally, Saturday/Winter Recess/Summer School sessions are offered. After School Test Prep and ESL enrichment help our SIFE students make academic gains.

b. Newcomer students and students who now require ELA testing after one year will be immersed in programs designed to help our ELL population assimilate into the mainstream at P.S.45. Students and parents are invited to orientation workshops, international and literacy nights are held, and students are paired with reading buddies to facilitate learning. After proper assessment with the LAB-R and ECLAS (Grades K-3), the ESL and classroom teachers will set up a program to support these students with cognitive development and core academic skills.

c. Students receiving ESL service for 4 to 6 years receive additional support through our Academic Intervention Service in reading, writing and mathematics. Sheltering and scaffolding activities are used to develop academic rigor.

6. There are currently 10 ELL students in the Special Education classes at P.S. 45. Additionally, there are 6 ELLs with IEPs in the ICT classes on grades one, four and five. In supporting our special needs population, classroom teachers provide language support through the use of bilingual dictionaries and glossaries. ESL strategies such as activating prior knowledge and the use of graphic organizers help facilitate learning. Teachers also integrate specific vocabulary instruction (review of key terms), contextualize learning – using manipulatives, visuals, etc. and maximize opportunities for language use through extended responses, student to student interaction, and extensive language use.

7. In order to meet the diverse needs of our students, their progress will be closely monitored with the collaboration of the ICT, ESL and content area teachers who frequently meet to plan curricular alignment and effective practices. Professional Development is offered to teach ESL strategies the special education educators can use and NYSESLAT samplers are provided to familiarize both teacher and student with the exam. We have a Pupil Personal Committee that carefully tracks the progress and programs given to these students. In the past, we have had ESL students who were referred to the School Assessment Team for evaluation to determine if the alternate placement in Special Education was appropriate. The LAP team works in harmony with the PPC to achieve these goals.

Courses Taught in Languages Other than English ⓘ

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

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

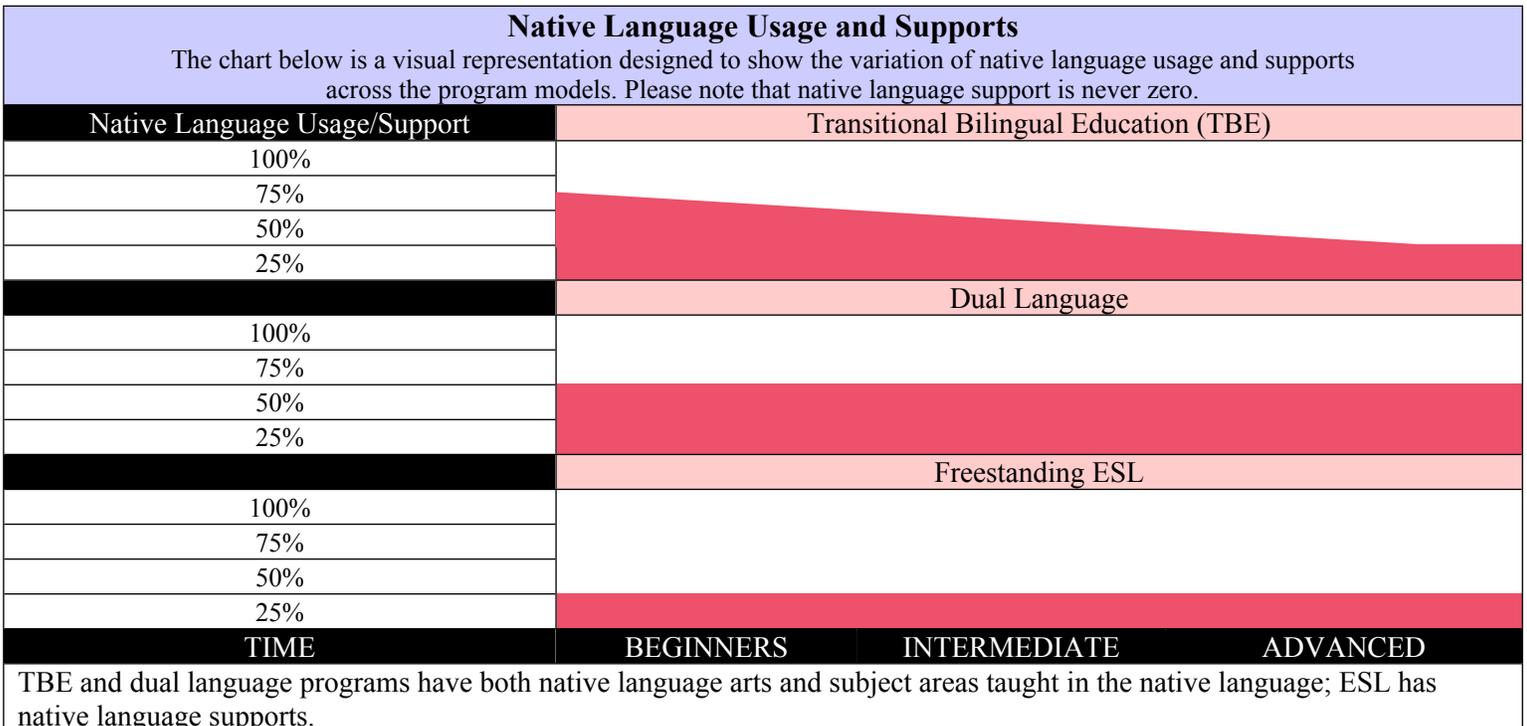
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |

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

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



B. Programming and Scheduling Information--Continued

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

8. Current strategies for improving instruction includes the implementation of a Balanced Literacy approach which consists of independent and paired reading, shared reading, guided reading, literacy centers, leveled classroom libraries, writer's workshop, interactive read aloud, word study and teacher/student reading and writing conferences. This approach will continue in the 2011-2012 school year and will continue to be implemented during a 90-minute literacy block.

9. Our ELLs will continue to benefit from small group instruction offered through our ESL Program. Response to intervention (RTI), a tiered approach for support and intervention, is utilized to identify and address the needs of students. Targeted instruction is then provided and student progress is carefully monitored and measured. The ESL teacher will articulate with classroom, content area and CTT teachers to develop lessons and instructional materials to support the ELL population. The ESL classroom libraries are being updated with various challenging and content-based literature, which is aligned to CCSS learning standards in ESL and ELA.

10. This year, P.S. 45 is integrating Teacher's College Reading and Writing Project in grades K to 5. The Project's work is closely aligned with the assessment system used by New York City, know as 'Quality Review' which also recently has been revised to align with the Common Core State Standards. Using the TC Project will enable us to articulate a coherent strategy for supporting student learning, align curriculum accordingly, and guide us with instruction and organizational decisions. This year's goal is to ensure that we are accurately gathering, analyzing, and sharing information on student learning outcomes to better track student progress over time and accelerate student achievement.

11. At P.S. 45, all ELL programs and services are being kept in place.

12. All our ELLs are afforded equal access to all school programs including our Arts program which is an integral part of our school. All ELL students are invited and encouraged to participate in our band and strings. Vocal instruction is embedded into the general music instruction. All grades receive dance instruction as well. Monthly Math Parent Meetings are held where math skills students are being taught in class are reviewed. This encourages and permits parents to assist and support their children with homework and test study. This year, we have also instituted Read Aloud Mornings for parents to attend. All the listed services are available to our ELL population, including students who have reached proficiency in ESL:

- ESL (Extension of Services)
- AIS
- Wilson and Foundations
- After School Homework Helper
- Saturday/Winter Recess/Summer School
- Reading Recovery
- After School Test Prep – Reading and Math
- After School ESL enrichment (Content Areas)
- 37 ½ minute extended day

13. Instructional materials such as smartboards, bilingual libraries, bilingual glossaries and dictionaries, and computer software are

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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. At P.S. 45, our parents are very much involved in the school community. Parent involvement includes volunteering, joining and supporting the Parent-Teacher Association (PTA), and being a part of the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA assists parents in becoming involved in their children's education and supporting school activities. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children our school, including parents of English language learners. The PTA ensures that notices go home in the native language.

2. There will be an Orientation in September 2011 to provide the parents of new English Language Learners any information they need on standards, assessments, school expectations and program requirements for bilingual education and ESL. At this orientation, parents are introduced to the different programs throughout the Region and the ESL program at P.S. 45. They are shown a video (in their native language) and given handouts for further assistance. Parent orientation will also be conducted throughout the year as new ESL students are registered at the school in compliance with State mandates.

3. In an effort to address the needs of the parents at P.S. 45, two (ELA and Math) three-hour workshops will be offered again on a Saturday to help parents and children get acquainted with the ELA and NYS Math tests. Last year's workshops had excellent attendance. Monthly Math Mornings and Parent Read-Aloud Mornings are held. We also evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and there is a continuous effort to make parents of ELLs partners in their children's education. After school activities include

- Curriculum Conference – Fall 2011
- New Parents Tea – Fall 2011
- Barnes & Noble Book Fair – Winter 2011
- International Night – Winter 2011
- Family Literacy Night – Spring 2012
- Family Math Night – Spring 2012
- Country Fair – June 2012

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)?

Does Not Apply

D. Professional Development and Support for School Staff

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

1. Staff Development is coordinated by a team that includes our Principal, Assistant Principal, Literacy coaches, Grade Leaders and ESL teachers. They work together to combine ideas on effective planning for all pedagogical staff. It will focus on the 90-minute literacy block (with a focus on guided reading, writing and conferring, Everyday Mathematics and Book of the Month). Also, the Pinnell and Fountas Phonics Lessons Program will be addressed in after-school study groups. Teachers will plan and work together to teach this program efficiently and effectively. In-house professional development is available to all staff members. Staff developers from Teachers College will help initiate the school-based professional development for the staff. The focus is on providing additional PD

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- Teacher's College Professional Development Cycles- October 11,18, 25 and November 1, 7, and 15 2011
- Barnes and Noble Workshop – Winter 2011
- Saturday ESL Book Study Workshop – Winter 2011
- Phonics Workshop – Spring 2012

The ESL teacher also attends monthly ESL professional development sessions offered by the Integrated Curriculum & Instruction Learning Support Organization. ESL Workshops for 2011-2012 include:

- Teacher's College: "Thinking Across the Year with an Eye to Supporting English Language Learners" October 2011
- Network Meeting: LAP Training and Technical Support October 2011
- Network Meeting: Title III Training October 2011

2. In order to support staff to assist our ELLs as they transition from elementary school to middle school, our parent coordinator, Maryann Poli and our counselor, Libby McPike assist ELL's and their families throughout the process as they transition from elementary to middle school. They ensure that important documents are translated into the students' home language and provide translators if needed. An open door policy is maintained for parents who may have questions or concerns.

3. Two special ESL Professional Development programs will be offered this year to all teachers. It will be scheduled after school and will be divided into lower and upper grades. The thrust of the programs include: how to differentiate instruction for ELLs in the general education classroom. Also discussed was the Phonics Lessons Program by Pinnell and Fountas. The study groups worked together to plan and teach efficiently in the 2011-2012 school year. The principal will keep and maintain careful records to ensure staff meets the required minimum of 7.5 hours of ELL training.

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2. There will be an Orientation in September 2011 to provide the parents of new English Language Learners any information they need on standards, assessments, school expectations and program requirements for bilingual education and ESL. At this orientation, parents are introduced to the different programs throughout the Region and the ESL program at P.S. 45. They are shown a video (in their native language) and given handouts for further assistance. Parent orientation will also be conducted throughout the year as new ESL students are registered at the school in compliance with State mandates.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At P.S. 45, our parents are very much involved in the school community. Parent involvement includes volunteering, joining and supporting the Parent-Teacher Association (PTA), and being a part of the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA assists parents in becoming involved in their children's education and supporting school activities. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children our school, including parents of English language learners. The PTA ensures that notices go home in the native language.

2. There will be an Orientation in September 2011 to provide the parents of new English Language Learners any information they need on standards, assessments, school expectations and program requirements for bilingual education and ESL. At this orientation, parents are introduced to the different programs throughout the Region and the ESL program at P.S. 45. They are shown a video (in their native language) and given handouts for further assistance. Parent orientation will also be conducted throughout the year as new ESL students are registered at the school in compliance with State mandates.

3. In an effort to address the needs of the parents at P.S. 45, two (ELA and Math) three-hour workshops will be offered again on a Saturday to help parents and children get acquainted with the ELA and NYS Math tests. Last year's workshops had excellent attendance. Monthly Math Mornings and Parent Read-Aloud Mornings are held. We also evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and there is a continuous effort to make parents of ELLs partners in their children's education. After school activities include

- Curriculum Conference – Fall 2011
- New Parents Tea – Fall 2011
- Barnes & Noble Book Fair – Winter 2011
- International Night – Winter 2011
- Family Literacy Night – Spring 2012
- Family Math Night – Spring 2012
- Country Fair – June 2012

Part V: Assessment Analysis

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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. During the 2010-2011 school year, early literacy skills of ELL's were assessed using parts of ECLAS-2 and DRA. For the 2011-

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.

At P.S. 45, the ESL Program is designed to develop skills in understanding, speaking, reading, writing and communicating in English. This is a push-in, pull-out program. Students at the beginning and intermediate levels (based on LAB-R and NYSESLAT) receive 360 minutes of ESL instruction each week. Students at the advanced level receive 180 minutes of instruction. In addition the classroom teachers provide 180 minutes of ELA instruction.

The ESL teachers meet regularly with the classroom teachers during common planning time to integrate the general education curriculum with the ESL methodologies. At this time, each child's strengths and weaknesses are addressed. There is a collaborative effort to provide a solid foundation for ESL instruction, curriculum and assessment.

There is collaborative planning in the content areas. Content area instruction is in English based on grade appropriate curriculum guides using ESL methodologies. Instructional adaptations are discussed using ESL content area instructional materials.

To supplement the Balanced Literacy Program, the ESL teachers will continue to provide instruction in the New Heights Literacy Program which concentrates on increasing reading fluency. She will also use Time for Kids, Introduction to English and Phonics Lessons. All programs are designed for ESL instruction.

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|---|----|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 7 | 1 | 1 | 2 | 1 | 1 | | | | | | | | 13 |
| Intermediate(I) | 8 | 4 | 6 | 4 | 0 | 4 | | | | | | | | 26 |
| Advanced (A) | 3 | 3 | 3 | 3 | 5 | 2 | | | | | | | | 19 |
| Total | 18 | 8 | 10 | 9 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 4 | 4 | 0 | 0 | 8 |
| 4 | 1 | 7 | 2 | 0 | 10 |
| 5 | 1 | 4 | 0 | 0 | 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 | 5 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 12 |
| 4 | 0 | 0 | 2 | 1 | 5 | 1 | 2 | 0 | 11 |
| 5 | 0 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 7 |
| 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 | 0 | 0 | 0 | 5 | 0 | 1 | 0 | 6 |
| 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 | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

1. During the 2010-2011 school year, early literacy skills of ELL's were assessed using parts of ECLAS-2 and DRA. For the 2011-2012 school year, early literacy skills of ELL's will be assessed by the use of DRA. The trends noted on the ELL data are that our ELL's need more support with letter sounds, blending of real and nonsense words, vocabulary and spelling. This information can help inform the school's instructional plan by providing a framework for what is needed during the word study portion of the reading block. Also for differentiation in the classroom, teachers of ELLs can support the learning of out K through 2nd grade classes by using Foundations and Words Their Way. At the end of the 2010-2011 school year, as measured by DRA, 47% of kindergarten ELL's, 60% of first grade ELL's, and 0% of second grade ELL's were at or above grade level. Benchmark goals were increased during the 2010-2011 school year to align with Common Core State Standards.

2. Each year, student progress toward developing English language proficiency is measured using the LAB-R, ELL Interim Assessments and the NYSESLAT. These assessments show us that 39.1% of our ELL students are beginners, 29% intermediate, and 32% are advanced; the majority of our beginners are in kindergarten and/or first grade and with each year of service, students progress to higher proficiency levels. According to the data for LAB-R and NYSESLAT 2010-2011 school year, the ELL population decreases as the grade

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.

At P.S. 45, the ESL Program is designed to develop skills in understanding, speaking, reading, writing and communicating in English. This is a push-in, pull-out program. Students at the beginning and intermediate levels (based on LAB-R and NYSESLAT) receive 360 minutes of ESL instruction each week. Students at the advanced level receive 180 minutes of instruction. In addition the classroom teachers provide 180 minutes of ELA instruction.

The ESL teachers meet regularly with the classroom teachers during common planning time to integrate the general education curriculum with the ESL methodologies. At this time, each child's strengths and weaknesses are addressed. There is a collaborative effort to provide a solid foundation for ESL instruction, curriculum and assessment.

There is collaborative planning in the content areas. Content area instruction is in English based on grade appropriate curriculum guides using ESL methodologies. Instructional adaptations are discussed using ESL content area instructional materials.

To supplement the Balanced Literacy Program, the ESL teachers will continue to provide instruction in the New Heights Literacy Program which concentrates on increasing reading fluency. She will also use Time for Kids, Introduction to English and Phonics Lessons. All programs are designed for ESL instruction.

Part VI: LAP Assurances

| School Name: _____ | | School DBN: | |
|---|--------------------------|-------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Christine Chavez | Principal | | 10/14/11 |
| Jennifer Logan | Assistant Principal | | 10/14/11 |
| Maryann Poli | Parent Coordinator | | 10/14/11 |
| Maria Perri | ESL Teacher | | 10/14/11 |
| Sanela Ibrocevic | Parent | | 10/14/11 |
| Jessica Romano/ESL | Teacher/Subject Area | | 10/14/11 |
| Lisa Planzo | Teacher/Subject Area | | 10/14/11 |
| Maria Vaccaro | Coach | | 10/14/11 |
| Rosemarie Hughes | Coach | | 10/14/11 |
| Libby McPike | Guidance Counselor | | 10/14/11 |
| Neal Opromolla | Network Leader | | 10/14/11 |
| Myra Staniszewzki | Other <u>IEP Teacher</u> | | 10/14/11 |

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: 31R045 **School Name:** PS45 The John Tyler School

Cluster: 4 **Network:** 409

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.

Our PS 45 school community is a culturally diverse community in which many of our students come from families where a home language other than English is spoken. Our school report card specifies that 33% of our students are represented by the Hispanic subgroup. Even though we service only 67 ELL students who are not proficient in English, 151 of our school's families (according to our Home Language Surveys) speak Spanish as their main language at home. In addition, from data obtained through the Home Language Report (RHLLA) from ATS, 4 of our families speak Albanian, 15 speak Arabic, 4 speak Chinese, 1 speaks French, 2 speak German, 1 speaks Greek, 2 speak Haitian Creole, 1 speaks Hungarian, 1 speaks Mandarin, 5 speak Polish, 6 speak Sinhalese, 1 speaks Tamil, 1 speaks Ukrainian, 1 speaks Urdu and 2 speak Vietnamese. We ensure that all parents are provided with appropriate and timely information in a language they can understand. In house staff will provide translations for families who need written translations of such things as report card comments and daily written notices. While the Department of Education does provide an opportunity for us to translate written notices, the turn around time for such notices is at least a week. As we all know, this is a wonderful service for the many notices and letters that we can anticipate from our advanced planning calendar, however, there are many notices that must be sent out immediately, and a week's delay can sometimes hinder the safety of our students as well as their academic progress. With the addition of the school Messenger phone system, a translation is provided immediately for urgent school messages.

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.

Our parent surveys and our teacher surveys reveal that parents are in need of oral translation during parent teacher conferences, PTA meetings, guidance/counseling meetings and when they come up to the office with any concerns about their child's education and/or transportation needs. In addition, many parents choose to use the telephone to call the school, and it has been noted by office staff that parents may ask immediately for translation at this time. Our ELL parents have expressed to us and to our ELL teachers that written translations are needed for all school correspondence, student records including report cards, PTA newsletters, student discipline codes, and individual teacher's notices. Findings were reported through PTA meetings, Professional Development and faculty conferences.

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 translations services are provided by school staff, volunteer members of the school community, and by the Department of Education's Language Translation services. In-house school staff will provide translations as well as by our comprehensive list of Parent and Community volunteers. All documents are translated into our school's primary ELL community language which is Spanish. All documents are also accompanied by notification in every language that states that document needs to be translated. School documents are translated in a timely way by in house translators within the school. In house translators will translate documents within 1-2 school days. Our school promotes the availability of and ensures accessibility to interpretation services at group and one-on-one meetings through school letters home and signs posted in the main lobby.

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 translations are provided to parents by designated school staff, (recently, we have made an effort to hire bilingual staff, staff that is proficient in our prominent ELL languages, both written and spoken). Therefore we will be using in-house school staff initially for translations and then rely on our comprehensive list of PS 45 community translation and interpretation volunteers.

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>.

Signs are clearly and prominently posted in the main office for translation services as well as in the entry vestibule of the school. The school sends all notices in both Spanish (major sub language of PS 45 School Community) and English and clearly posts on all notices in all sub languages that the letter or notice from the school must be translated. Report Cards/Student Records are translated in all student home languages. Provisions are made for parents to have immediate translation on telephone calls and impromptu visits to the school (when possible). If not, arrangements are made to have a scheduled translator available for all parent meetings including curriculum conferences, parent teacher conferences and PTA meeting.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|-----------------|
| Name of School: | DBN: |
| Cluster Leader: | Network Leader: |
| This school is (check one): <input type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below) | |

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Part C: Professional Development

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

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

Begin description here:

Part D: Parental Engagement Activities

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

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

Begin description here:

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
|-----------------|-----------------|---|

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |