



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** P.S. 245

22K245

PRINCIPAL: PATRICIA A. KANNENGIESER

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SUPERINTENDENT: DR. RHONDA FARKAS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia A. Kannengieser	*Principal or Designee	
Valerie Shoenfeld	*UFT Chapter Leader or Designee	
Lancelot Brown	*PA/PTA President or Designated Co-President	
Nilsa Grandel	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Anna Resker	Member/Paraprofessional	
Sabrina Bacchus	Teacher	
Lilian Osei-Owusu	Member/Parent	
Evlyn Fergus	Member/Parent	
Javier A Arroyo	Member/Parent	
Sandra Armstrong	Member/Parent	
	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- Improve teacher practice and effectiveness by engaging in short, frequent cycles of classroom observation; provide meaningful and formative feedback, using a rubric that articulates clear expectations and next steps for development.

### **By June 2013:**

- Principal will conduct a minimum of 3-4 informal/formative observations of all classroom teachers focusing on the competencies of **questioning** and **assessment** (formative).
- Teachers will receive both verbal (conference) and written feedback using the Danielson Rubric.
- Teachers will use this formative feedback to inform professional learning goals, using a variety of learning opportunities within the school community—AUSSIE, Network, ARIS Learning Community, to work toward these goals.

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

#### **Plans for Meeting Goal:**

- **Distribute memo** outlining new DOE expectations for 2012-2013 school year at first Faculty Conference in September.
  - Teachers will adjust their practice as they work together to understand the learning needs of all students.
  - Teachers will support students with disabilities and English language learners in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers.
- **Deepen the school community's understanding** of *Charlotte Danielson's Framework for Teaching*, to strengthen understanding of what quality teaching looks like.
  - September Professional Development includes a look at effective formative assessments, using a video from the DOE website devoted to teacher effectiveness (ARIS link)
  - October Faculty conference provides further look at assessment domain and its elements. Participants discuss characteristics of assessment on a continuum from *least effective* to *most effective*.
  - UFT District Representative provides additional professional development on the Danielson rubric, and addresses its future implementation as a teacher evaluation tool. (December extended Faculty Conference)
- **Select competencies** that most support implementation of the Common Core standards and are relevant to teacher needs.
  - Using questioning and discussion techniques (3b);
  - Using assessment in instruction (3d).

Visual model showing BIG IDEAS in Questioning and Assessment domains distributed to all staff and enlarged for display as a poster.

- **Conduct short, frequent**, observations of teachers focused on **questioning and assessment** domains beginning in October, and continuing throughout the year.  
These observations are in addition to formal contractual observations.
- **Use rubric and domains** to help teachers set personal goals and embark upon a professional development course (relevant to their needs) within the ARIS Learning Community.
  - Written and verbal (conference) feedback, coupled with teacher self-evaluation, provide opportunities for teachers to reflect on their pedagogical practices and, where appropriate, engage in job-embedded professional learning as they explore ways to better support student learning.

Professional development to be provided by the principal, AUSSIE consultant, Network Literacy Coach, Principal, Scholastic and the ARIS Learning Community.

Wednesday staff development for teachers in grades K-2 and 3-5 continues to allow cohorts of teachers to focus on higher order questioning techniques and the use of effective questioning to engage 'all' students in mathematics' learning, using the book **Good Questions: Great Ways to Differentiate Mathematics Instruction**.

**Strategies to increase parental involvement**

- Disseminate info at PA

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

**Resources**

- Principal
- Network
- UFT
- Scholastic – **Title 1 SWP**
- Professional Development materials – **TL Fair Student Funding**

**Service and program coordination**

- UFT teacher center

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

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

**By June 2013** all students in grades K- 5 have been engaged in two literacy tasks. These tasks will be embedded in a rigorous curriculum unit aligned to the Common Core. They will include additional speaking and listening standards and writing standards, both part of DOE expectations for 2012-13.

### **Comprehensive needs assessment**

- To address citywide expectations around strengthening student work in literacy by engaging all students in rigorous tasks, imbedded in well-crafted instructional units that are aligned to the Common Core. The goal is to support student development along the continuum of college and career readiness.
- 2012 NYS ELA Test results show that 57% of children in grades 3, 4 and 5 are reading at proficiency levels 3 and 4. While this performance level represents an increase of 7% over 2011 results, we are looking for increased growth for this year.

### **Instructional strategies/activities**

- **Distribute memo** outlining new DOE expectations for 2012-2013 school year.
- **Use June 2012 Professional Development Day** to:
  - Unpack speaking/listening standards and language standard,
  - incorporate new standards into existing task-embedded curriculum units
  - Begin development of 2<sup>nd</sup> task using 'new' grade-specific curriculum units from the Common Core Library or other external sources.
  - Make decisions about replacing existing literacy curriculum units OR adapting units to address new expectations and include a rigorous task.
- **Use September Professional Development Day** to continue the work begun in June.
- **Continue bi-weekly 90-minute planning block** to allow teachers, with assistance from AUSSIE consultant, to finalize development of additional grade specific literacy task.  
September 12<sup>th</sup> and 19<sup>th</sup> meetings reflect this agenda for grades K-2 and 3-5 respectively in literacy.

### **LITERACY TASK - Overview**

Teacher teams on each grade level, under the guidance of the school's AUSSIE literacy consultant, exam task-embedded curriculum units to evaluate rigor and depth of maps in relation to 'new' Citywide Expectations for 2012 – 2013.

Ongoing work around literacy task refinement and development includes:

- Alignment of at least one unit to the DOE's selected Common Core standards, which in 2012-13 include the addition of a speaking/listening and a language standard.
- Requirement that students ground reading, writing, and discussion in evidence from text.

- Infusion of opportunities to read and respond to a combination of literacy and informational texts.
- Requirement that each unit provide multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning experiences. These are two components of Universal Design for Learning (UDL).

**Planning/Design**

- Choose non-fiction curriculum units within which to develop a 2<sup>nd</sup> task OR adopt curriculum unit and embedded performance task from Common Core Library or other external source.
- Check for inclusion of speaking/listening and language standard within at least one of two literacy tasks.
- Include UDL components as outlined above.
- Develop a task around reading and analyzing informational text.
- Develop task-related rubrics, where necessary, assuring alignment to CCSS and reflecting increased rigor.
- Design/Develop pre-assessment tasks, where necessary, to reflect degree of student learning (growth) within unit of study.

**Implementation**

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

**Strategies to increase parental involvement**

- **Providing materials and training to help parents work with their children to improve their literacy achievement level:**  
Through continued involvement with Scholastic Inc, our PENCIL partner, the school will offer two (2) workshops for parents. The first workshop was held on 12/3 and the second is slated for some time in early March. These workshops will introduce parents to the common core standards in literacy as well as offer parents information on how best to help their child in reading and writing.
- Custom-designed school Progress Reports are mailed home three (3) times a year –October, January and May to provide parents with timely and important information about their child’s progress/growth reading and wrting. These reports provide parents with reading and writing goals for their child, a Fountas & Pinnell reading level.
- Title 1 funds are used to purchase summer books and reading materials to allow and encourage parents to support their children in literacy aover the summer months.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  

Tax		Title								
Levy	<u>YES</u>	Title I	_____	IIA	_____	Title III	_____	Grants	<u>YES</u>	Other

**Staffing/Scheduling/Funding**

- AUSSIE Literacy Consultant – **Title 1 Funding**
- F-Status Teacher – **School Support Supplement** (Other)

**Service and program coordination**

- The school's Title 1 monies are used to provide clothing, school supplies, and other monetary assistance to children living in temporary housing situations or struggling under difficult economic conditions.
- The school staff this year includes a social worker intern, obtained through the CFN #531 network. This counselor conducts valuable outreach to parents in addition to providing emergency counseling to students 3 days each week.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

- To continue to work to improve performance of general education and part-time special education students in literacy on grades 3-5.

**By June 2013, 60%** of general education and part-time special education students will demonstrate progress toward grade level benchmarks, as measured on interim literacy assessments (Periodic Assessments, Ed Performance, Fountas & Pinnell, In-house NYS practice tests, Curriculum unit tests, etc.) when compared to October/Fall performance levels.

### **Comprehensive needs assessment**

The school's 2012 Progress Report showed that **57%** of the students in grades 3, 4, and 5 scored at levels 3/4 on the 2011 NYS ELA assessment. While this represents a 7% improvement over 2011, it still indicates that almost half of children in those grades are not performing at grade level and continue to struggle to become proficient readers and writers. They continue to struggle with comprehension, lack a sophisticated vocabulary repertoire and have difficulties with understanding and analysis of complex text.

Again this year the school finds a real disparity between current students and students who are new to the school, in terms of their literacy ability. This year, similar to last year, of the 19 new students on grades 3-5, 56.8% (11 students) were reading 1-2 years below the grade level. This was similarly true across the lower grades and presents a real challenge to classroom teachers who must struggle to meet the needs of these students while at the same time addressing the needs of the children both at and above grade level in reading.

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

### **Instructional strategies/activities**

- **SBO** provides 50 minute block of time on Wednesday afternoons for:  
**Inquiry Team Meetings** (Literacy Focus) once a month. AUSSIE literacy consultant and teacher team leaders facilitate at meetings for grades 3-5.
- Collection and analysis of literacy data—Per-session assistant data specialists provide ongoing support for teachers. They possess both technological and analytical skills and help teachers make sense of and display data.
- AIS Team Meetings – meet monthly to address literacy needs of children who are failing to meeting grade expectations (grades 3-5). In many instances these are children new to the school in 2012-2013.
- **Bi-weekly 90-minute grade-level planning block** on Wednesday continues to be at the **heart** of much of the literacy work at PS 245. **This year** teachers will alternate their time between collaborative planning and peer evaluation and reflection. The 90-minute block provides the perfect opportunity for modeling and articulation/feedback.
- **AUSSIE literacy consultant** continues to provide literacy support and meets one day a month with teachers in grades 3-5 to assist in:
  1. Alignment of literacy curriculum maps to CCSS and adjustment of maps to reflect 50% non-fiction focus and 50% fiction focus.
  2. Development of additional literacy task and teacher-developed rubrics aligned to 'new' 2012-2013 Citywide Expectations.
  3. Inquiry Team centers around the analysis of student writing.

4. Professional Development for teachers new-to-the-school, to include, but not be limited to Guided Reading protocols, running record assessments, and unit assessment development.
5. Demonstrations/modeling of *read aloud*, *think aloud*, and *vocabulary development* in classrooms.
6. Writing Workshop – classroom practices.

- **Network literacy achievement coach** provides professional development on text complexity. This work includes:
  1. Methods for determining text complexity.
  2. Opportunities for incorporating complex text in the classroom.
  3. Strategies for unpacking complex text.

Professional development includes workshops and classroom visits.

- **The Literacy Block format** supports literacy learning.
  1. 8:15 a.m. through 9:40 a.m.
  2. Out-of-Classroom staff pushes into classrooms during Guided Reading.
  3. Children reading above grade move up a grade.
  4. *Read-Alouds* - a minimum of 3xs a week, using complex text to provide comprehension support.
- **In-house** NYS reading practice tests, administered 3xs/year, are differentiated so as to challenge children reading at/above grade level. Hence, on grades 3-5, these children are taking assessments from grades 4-6.
- **Buddy Reading** between upper and lower grade classes—K and 3, 2 and 4, 2 and 5, etc. on Friday mornings during Independent reading allows older children to build literacy confidence through practice.
- **Reading Tracker** continues to allow teachers to track children’s progress (reading levels) across Fontas & Pinnell benchmark assessments.
- **Numerous online programs and web applications** support classroom instruction and differentiation to ‘teach and reach’ all children. Ex: *RAZ Kids, One More Story, Headsprout, Education City, Rewards, Scholastic Magazine Online, Ed Performance, Rosetta Stone*, etc.
- **PENCIL Scholastic** affiliation provides focused literacy support for parents through a series workshops scheduled for December and March. This year, 2012-2013, the goal is for parents to gain a better understanding of the new Common Core Learning Standards and their implications for student learning.

### Strategies to increase parental involvement

- **Providing materials and training to help parents work with their children to improve their literacy achievement level:**  
Through continued involvement with Scholastic Inc, our PENCIL partner, the school will offer two (2) workshops for parents. The first workshop was held on 12/3 and the second is slated for some time in early March. These workshops will introduce parents to the common core standards in literacy as well as offer parents information on how best to help their child in reading and writing.
- Custom-designed school Progress Reports are mailed home three (3) times a year –October, January and May to provide parents with timely and important information about their child’s progress/growth in reading and writing. These reports provide parents with reading and writing goals for

their child, a Fountas & Pinnell reading level, as well as other information about homework, and behavior.

- Title 1 funds are used to purchase summer books and reading materials to allow and encourage parents to support their children in literacy over the summer months.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    Yes Title I    Yes Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    Yes Other

**Resources**

- F status teacher – **Title II Funding**
- AUSSIE literacy consultant - **Title 1 Funding**
- Online programs – **Title 1 Funding**
- Library Books – **TL NYSTL Funding** (Other)
- Network Support (CEI-PEA #531)
- PENCIL affiliation

**Service and program coordination**

- The school's Title 1 monies are used to provide clothing, school supplies, and other monetary assistance to children living in temporary housing situations or struggling under difficult economic conditions.
- The school staff this year includes a social worker intern, obtained through the CFN #531 network. This counselor conducts valuable outreach to parents in addition to providing emergency counseling to students 3 days each week.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- Build teacher teams' capacity to align literacy curriculum units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

**Over the course of the 2012-13 school year** each grade level will revise 1-2 additional literacy curriculum units to reflect alignment with the Common Core Learning Standards. These units will:

- Align to selected standards as indicated by CCLS alignment protocols developed by the network team
- Embed the skills outlined in the relevant Common Core instructional shifts

Assess student learning with a rigorous performance task.

### **Comprehensive needs assessment**

- The school began working on a literacy curriculum almost 4 years ago under the leadership and direction of our AUSSIE literacy consultants. Each year since then we have worked to improve, refine and adjust this curriculum to better meet the needs of our student learners. With the adoption of the CCSS in Literacy we found ourselves needing to take an even closer look at this curriculum and to work to align it to common core goals and standards. This year we hope to align two additional units on each grade in an effort to address additional standards, include complex texts and increase rigor in reading and writing. Our long term goal is continued literacy growth and learning across all grades for ALL students.

### **Instructional strategies/activities**

- All teachers (grades K-5) will participate in grade-level meetings during their bi-weekly planning block (90 minutes), with the support of the school's AUSSIE consultant and the network literacy achievement coach.
- Grade-level teams will examine student work to understand gaps in student knowledge or skill and inform the revision of their curriculum instructional units.
- During these meetings, teachers will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that previously came out of a unit to ensure that revised units address learning gaps, allow access of all students, and engage all students in rigorous learning experiences.
- School leadership will meet monthly with teacher teams, join team meetings on a regular basis, and coordinate this work across the grades.
- Teachers will have additional opportunities to earn per session for curriculum planning and revision. (Funding Permitting)

### **Strategies to increase parental involvement**

- **Providing materials and training to help parents work with their children to improve their literacy achievement level:**  
Through continued involvement with Scholastic Inc, our PENCIL partner, the school will offer two (2) workshops for parents. The first workshop was held on 12/3 and the second is slated for some time in early March. These workshops will introduce parents to the common core standards in literacy as well as offer parents information on how best to help their child in reading and writing.
- Title 1 funds are used to purchase summer books and reading materials to allow and encourage parents to support their children in literacy aover the summer months.
- Our new Parent Coordinator, in conjunction with the Parent Association is offering a series of workshops to parents on a variety of topics—immigration, fair housing and bullying.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy    Yes Title I    Yes Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

**Resources**

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

**Service and program coordination**

- The school's Title 1 monies are used to provide clothing, school supplies, and other monetary assistance to children living in temporary housing situations or struggling under difficult economic conditions.
- The school staff this year includes a social worker intern, obtained through the CFN #531 network. This counselor conducts valuable outreach to parents in addition to providing emergency counseling to students 3 days each week.

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

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

**By June 2013** all students in grades K- 5 have been engaged in two math tasks. These tasks will be embedded in a rigorous curriculum unit aligned to the Common Core. They will include a focus on Mathematical Practices 3 and/or 4, as indicated in the DOE expectations for 2012-13.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Distribute memo outlining new DOE expectations for 2012-2013 school year.
- Use June 2012 Professional Development Day to:
  1. Reflect upon/evaluate mathematics performance tasks selected in 2011-2012 school year to adjust and revise where necessary using post task assessment results.
  2. Review '*new*' performance tasks from the Common Core Library or other external sources.
  3. Determine Everyday Mathematics/Pearson curriculum unit within which to embed 2<sup>nd</sup> performance task.
  4. Adopt/develop performance task for selected unit.
- Use September Professional Development Day to continue the work begun in June.
- Continue bi-weekly 90-minute planning block to allow teachers, to finalize development of additional grade-specific mathematics task.

### **MATHEMATICS TASK - Overview**

Teacher teams from each grade examine '*new*' mathematics tasks from DOE Common Core Library to select task and determine how/where task can be embedded into an Everyday Mathematics/Pearson curriculum units.

Teacher teams make changes/adjustments to curriculum units when/where necessary.

Ongoing work around mathematics task accomplishment includes:

- Continued alignment of Everyday Mathematics/Pearson curriculums with CCSS, using online resources from Everyday Mathematics and Pearson. These materials provide support and ensure compliance with CCSS.
- Integration of conceptual understanding and application opportunities for all students, along with work on procedural fluency.
- Requirement that each unit provide multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning experiences. These are two components of Universal Design for Learning (UDL).
- Focus on Mathematical Practices 3 and/or 4 within the selected grade-specific domain of focus.

**Planning/Design**

- Identification of Everyday Mathematics/Pearson curriculum unit within which to embed the grade specific task.
- Incorporation of a 2<sup>nd</sup> task into EM/Pearson curriculum unit along with corresponding rubric.
- Inclusion of UDL components as outlined above.
- Assurance that one of two tasks focuses on Mathematical Practices 3 and/or 4.
- Design/Development of pre-assessment tasks on all grades. Taken together pre/post assessment tasks reflect degree of student learning (growth) within unit of study.

**Implementation**

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

**Strategies to increase parental involvement**

- Custom-designed school Progress Reports are mailed home three (3) times a year –October, January and May to provide parents with timely and important information about their child’s progress/growth in mathematics. These reports also provide parents with mathematics goals.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax \_\_\_\_\_ Title \_\_\_\_\_ Title III \_\_\_\_\_ Grants YES See Below  
 \_\_\_\_\_ Levy YES Title I \_\_\_\_\_ IIA

**Resources**

AUSSIE Literacy Consultant – **Title 1 Funding**  
 F-Status Teacher – **School Support Supplement**

**Service and program coordination**

- The school’s Title 1 monies are used to provide clothing, school supplies, and other monetary assistance to children living in temporary housing situations or struggling under difficult economic conditions.
- The school staff this year includes a social worker intern, obtained through the CFN #531 network. This counselor conducts valuable outreach to parents in addition to providing emergency counseling to students 3 days each week.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<u>ELA Tutorial Program</u> - Students in grades 3-5 receive instruction in reading, listening, and the writing process.	Whole class instruction with opportunities for grouping in the first 50 minutes.	During extended day and beyond. This program meets for ten weeks prior to the NYS ELA assessments. It takes place 2 days a week, for 1 1/2 hours each day, Tuesday and Thursday.
	<u>Literacy Push-In</u> - Out of classroom personnel push-in during the literacy block.	Small group direct instruction for at-risk and/or enrichment students in grades K-5.	During the literacy block, from 9:00 to 9:40 a.m. every day.
	<u>Foundations (K-2) &amp; Wilson (3-5)</u> - Programs that are used to provide instruction in decoding, encoding, and comprehension.	Small group instruction.	During the instructional day, 2-4 times per week.
	<u>Soar To Success</u> - A literacy program that is used to develop comprehension and strategy use.	Small group instruction.	During the instructional day and during extended day.

	<p><u>Rewards-</u> A specialized program that is used with students in grades 3, 4, and 5 to develop a flexible strategy for decoding multi-syllabic words as well as to increase their oral and silent reading fluency. The program is also effective in supporting vocabulary development.</p> <p><u>Mimio Comprehension-</u> A comprehension program, which is accessed via the internet, and is utilized to improve student comprehension in grades 3-5.</p> <p><u>After School Reading Club-</u> A Theater Workshop program is used to develop fluency as well as engage children in speaking and listening activities—acting, performing, singing, etc. Addresses literacy needs of children in grade 2.</p> <p><u>Reading Recovery-</u> Reading Recovery is a highly effective short-term intervention for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good</p>	<p>Small group instruction.</p> <p>Computer assisted.</p> <p>Small group instruction.</p> <p>One-to-one tutoring.</p>	<p>During the instructional day.</p> <p>During the instructional day, and/or during extended day, as well as at home.</p> <p>After school.</p> <p>During the instructional day.</p>
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	classroom teaching.		
Mathematics	<p><u>Math Tutoring Program-</u> Students in grades 3-5 receive instruction in problem solving and math skills.</p> <p><u>Mind Research Institute ST Math-</u> A web-based mathematics program that teaches children how to think and reason mathematically.</p> <p>It is on-line technological program that is designed to enable students to recall basic math facts accurately, quickly, and effortlessly. This automaticity allows them to more efficiently solve problems at higher levels of mathematics.</p> <p><u>Pearson ENVISION Math-</u> This classroom program provides differentiated activities to help low-performing children master grade level concepts.</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes.</p> <p>Computer assisted.</p> <p>Both whole class instruction and small groups.</p>	<p>During extended day and beyond. This program meets for ten weeks prior to the NYS MATH assessments. It takes place 2 days a week, for 1 1/2 hours each day, Tuesday and Thursday.</p> <p>During the day for 45 minutes on two days. Also, 1 – 2 times a week during extended day.</p> <p>During the day during math instruction and during extended day.</p>
Science	<p><u>Science Tutoring Program-</u> This program works improve the analytical skills of 4th grade students in the area of Science.</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes.</p>	<p>During extended day and beyond. This program meets for 10 weeks prior to the NYS Science assessment. It takes place 2-4 days a week, 1-2 hours each day,</p>

			Monday through Thursday.
Social Studies	<p><u>Supplementary Materials</u>- All students in grades K-5 have access to both text books and trade books appropriate for a range of reading levels. These high interest books help students analyze historic periods using multiple sources of information and to develop an understanding of sophisticated concepts. Additionally, these materials support the non-fiction emphasis of the new Common Core State Standards.</p>	Whole class instruction with opportunities for grouping.	During the instructional day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>A <u>DOH School Nurse</u>, Ms. Sylvester, provides daily health services, conducts asthma workshops, and disseminates other health related information.</p> <p>A <u>social worker intern</u>, obtained through the CFN #531 network provides student support services— one-to-one counseling, group peer mediation and intervention and peer leadership training.</p>	<p>Individual and small group interaction.</p> <p>Individual, small group and whole class instruction.</p>	<p>During both the instructional and extended day, as needed.</p> <p>During the instructional day.</p>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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

The principal:

- Networks with local colleges—Brooklyn, St. Joseph’s, etc., principals of other well-developed schools within her district and her CFN Network to learn of available teacher candidates.
- Reviews and evaluates all resumes from candidates interested in teaching at the school.
- Follows up on referrals from highly qualified teachers within the school.
- Uses resources and the school’s small size to attract candidates.
- Schedules 90-minute bi-weekly planning block to allow grade level teachers to meet with AUSSIE literacy and math consultants.
- Sends teachers/staff to professional development offered by the Network, District, and/or DOE.
- Sends teachers/staff to professional development provided by outside vendors, including, but not limited to Math Solutions, Exemplars, Tequipment, Rosetta Stone, etc. using FSF and Title 1 monies.

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>D. Maldonado, J. Blaize</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>245</b>
School Name <b>PS 245</b>			

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

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

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

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

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

At registration, all parents are required to complete a Home Language Survey form. If 3 questions (any 1 question from questions 1-4; any 2 questions from 5-8) are answered in a language other than English the student is eligible for the Language Acquisition Battery-Revised (LAB-R) test. This will determine which students have limited English proficiency. An informal interview is conducted in English and the native language. A bilingual supervising school aide(Nilsa Grendal) and the licensed ESL teacher (Susan Slome)conduct the interviews. The LAB-R is administered by the certified ESL teacher (Susan Slome). Once potential ELLs are identified, they are administered the Language Assessment Battery-Revised (LAB-R) test within 10 days of enrollment. The LAB-R results will determine whether students are entitled to bilingual/ESL programs and services. The student's level will be designated as beginning, intermediate, advanced, or proficient (not entitled). The New York State English Language Achievement Test (NYSESLAT) is administered each spring to measure English Language Arts proficiency levels (i.e. beginning, intermediate or advanced). Proficiency levels determine the requirements for English as a Second Language (ESL) instruction. Students at Beginning and Intermediate levels receive 360 minutes/week of instruction; students at Advanced level receive 180 minutes/week of instruction.

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

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

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

4. Criteria and Procedures for placement.

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	19
		Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4
		Long-Term (completed 6 years)	0

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1. Instruction:

The total LEP population represents 9.54% of students in P.S. 245. Mainstream classes are heterogeneously grouped in grade level configurations and ESL instruction is delivered through a combination pull-out/push-in model. Freestanding ESL students are taught English with native language support, where necessary. Pullout ESL students spend the majority of their day in an English-speaking classroom supplemented by English-focused instruction in a small group. The ESL teacher plans with the mainstream teacher to ensure content alignment.

2. As mandated, all beginning and intermediate ELLs receive 360 minutes per week of ESL instruction by a certified ESL teacher in a pull-out program. This is supplemented by the extended day program and the AIS team. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Advanced ELLs receive 180 minutes per week 180 minutes per week of ESL instruction as well as 180 minutes per week of ELA instruction. Transitional ELLs receive supportive instruction in the same manner.

3. Content instruction:

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

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

5. Differentiate instruction:

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

## A. Programming and Scheduling Information

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

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

Listening: Initial Sounds, Picture Identification, Scenarios.

Reading: Picture Identification, Picture Identification with Scenarios

Writing: Initial Sounds with Picture Clues, Blends and Diagraphs, Ending Sounds with Picture clues, Word Identification, Using correct Syntax, Copy Sentences, Dictated Letters, Dictated Sentences, Picture Descriptions.

C. For Newcomers:

Instructional materials that support the learning of ELLs are those materials that are rich in visuals, maps, and include content from a multicultural world, and focus on English language development. Strong use of realia to demonstrate and explain. Language acquisition instruction is linked to content instruction in Social Studies, Science and Math and includes the use of illustrated word walls. The Science and Art teacher use illustrated word walls to emphasize content vocabulary. Teachers use Illustrated Science and Technology Dictionaries and an Illustrated Math Dictionary. Native speakers, literate in their home language, use bilingual dictionaries and trade books.

Technology: The BBC English website, School House Rock videos, illustrate grammar and usage in an engaging manner. One More Story offers a children's illustrated and audio literature website.

D. 4-6 years of service:

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

6. ELL students with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist English Language Learners (ELLs) meet high academic standards in becoming proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived English language learners and as such they need to be in separate groups from the newcomers. Long-term English Learners need to focus on literacy in English rather than on the development of oral language. Content – such as math, science, and social studies, that focus simultaneously on content and literacy learning. For example, focus may be put on comparing and contrasting, in science, in social studies, in math and in art. All teachers must be both language and literacy teachers and be prepared to teach language through content. Practice Books, Continental Press "New York, Content Reading for the Common Core Standards in S.S. and Science" are used to strengthen reading and writing skills. "Renzulli Learning Systems " is an online learning program that uses games to reinforce reading and writing skills.

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

## Courses Taught in Languages Other than English ⓘ

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

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

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

8. Targeted Intervention:

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

LITERACY:

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

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

New Heights: builds fluency and comprehension

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

Lexia Phonics: a computerized phonics program to strengthen decoding skills

Soar to Success: comprehension strategies

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

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

9. Transitional ELLS:

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

10. New Programs:

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

11. Discontinued programs:

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

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

All ELLs participate in the following:

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

13. Instructional Materials:

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

and difficult to understand.

\*Sheltered English for Science and Social Studies texts.

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

\*Resources: Rosen Books and Materials "Journeys for English Language Learners" an early science program with home-school connection

\*Teacher Created Materials "Time for Kids" nonfiction Readers in both English and Spanish.

\*"Reader's Theater" plays that are based on folk tales.

\*Use of various bilingual dictionaries: Word-to-Word bilingual dictionaries in Haitian Creole-English and Spanish-English, Bilingual Visual

Dictionary CD-ROM learning vocabulary English-French, English-Spanish; Millet Picture Dictionaries in French and in Spanish.

Oxford  
Picture Dictionaries in the content areas of Social Studies, Science and Math reinforce reading comprehension with clear illustrations, charts, diagrams and glossaries.

\*Computer programs "RAZ Kids", and "One More Story" offer trade books with captions and audio enhancement levels A-Z.

PBSKIDS.org provides videos for Social Studies and Science with captions and audio enhancements.

14. Native language instruction is delivered through bi-lingual dictionaries, bi-lingual libraries and texts, magazines and newspapers, computer software, audio-tapes, Scholastic News bi-lingual editions, translations and the bi-lingual Leapfrog program. Bilingual - 'Time for Kids' books and exercises.

15. Yes, required services support correspond to ELLs ages and grade levels. This is accomplished through continual articulation with classroom teachers. Books are leveled A-Z and they are available in two book rooms, the ESL teacher is aware of students levels and uses material accordingly. The mainstream teacher, speech teacher, and AIS teacher is aware of their levels and appropriate materials are used.

16. Newly arrived ELL students: Project Jump Start: LEP students and their parents are given a school tour and an orientation of the programs in the school. The ELL teacher, the Parent Coordinator, and the Supervising School Aide involve parents who speak a language other than English, they translate when necessary and help transition the new LEP student and their parents.

17. Language electives: no language electives are offered in P.S. 245 at this time.

Wilson: Identified ELL students receive instruction in decoding and spelling skills

Headsprout Comprehension: Phonics/comprehension program which is accessed via the internet during the school day or at home

ELA/Math/SCIENCE Extended Day: three months prior to the state tests students in grades 3, 4, and 5 receive 2 hours of additional instruction per week for a total of 60 additional instructional hours. The effort in Science is to improve analytical skills.

### C. Schools with Dual Language Programs

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

School does not presently have a Dual Language Program.

### D. Professional Development and Support for School Staff

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

1. Professional Development is provided for all personnel who work with ELLS, including paraprofessionals, guidance counselors, psychologists, speech therapists, librarians, coaches, secretaries and the Parent Coordinator.

Professional Development is offered as part of the bi-weekly planning sessions with our AUSSIE consultant, as well as the ELL workshops conducted to meet the mandated training for mainstream teachers and special education teachers. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling.

Staff is also encouraged to attend QTEL training and OELL workshops throughout the year.

Finally, this year the ELL consultant for the network is offering "Ramping Up for ELLs with an Eye Toward the ELA" in addition to an introduction to the Common Core Standards for ELA training to ELL teachers. This latter focus will emphasize rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare all students, including English Language Learners, to be college ready. The school's ELL teacher will turnkey all training to staff.

2. ELLs in 5th grade visit a neighboring intermediate school to learn more about the middle school learning environment. The guidance counselor, Ms. Bagnini, along with the 5<sup>th</sup>. grade teachers and the ELL teacher provide additional support for the ELLs transitioning to these grades. 5<sup>th</sup> Grade Parent information nights support parents in helping their children make this critical articulation.

3. The 7.5 hours of mandated training for mainstream teachers and 10 hours for special education teachers includes the following topics:

- September: Academic Vocabulary
- October: Developing English Language Acquisition through Content Instruction,
- November: Using Data for Planning and Instruction for ELLs,
- December: Using Observational Skills and Descriptive Language in Science
- January: Using the Common Core State Standards for ELLs.
- February: Developing mathematical reasoning
- March: Using Observational Skills in Science
- April: Preparation for the ELA
- May: Preparation for the NYSESLAT
- June: Next Steps- Getting ready for 2012-2013 school year

These workshops are offered during the extended day, at grade and faculty conferences, as well on Chancellor Professional Development days and sign-in logs, agendas and hand-outs are maintained by the principal.

## E. Parental Involvement

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

1. Parental Involvement:

ELL parents participate in Family Literacy and Math Workshops, attend class trips, are involved with enrichment performances and volunteer to assist with special events such as the Unity Walk and the Penny Harvest drive. There are parent meetings staggered throughout the school year. In September and October there are Orientation meetings for ELL parents to introduce them to the school, the curriculum and other extracurricular events. In November, there will be a meeting to acquaint them with the assessments schedule for the year. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed. Translators will call parents to inform them about upcoming events. New for the 2011-2012 school year, the school use a series of books to help school personnel communicate with parents in Spanish: "A Bilingual Dictionary of School Terminology", "School Office Spanish", "School Letters in English and Spanish", "Spanish for the School Nurse's Office", "Reporting to Parents in English and Spanish". If the attendance of ELL parents at workshops and school events increases, then we will know that our school translation policy is effective. Their presence and involvement are indicators of progress.

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

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

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	7	7	6	2	0	3	0	0	0	0	0	0	0	25

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

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

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

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

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. Assessment tools:

Early Literacy: Results on Fountas and Pinnell showed that in Kindergarten, 7 ESL students placed at “C” and in Grade 1, 2 ESL students placed at level “J”, and 4 ESL students placed at level “K”. Instructional plan: Focus on Rhyme Generation, recognizing writing and spelling in conjunction with an ESL program rich in visuals to improve vocabulary development and reading experiences. It is observed that students improve their writing skills more with “free writing” than with graphic organizers and structured activities.

2. Data Patterns reveal that listening comprehension skills and writing skills need to be strengthened. Building skills with scaffolds or temporary supports such as: sentence stems, word banks with pictures, and emphasis on important vocabulary and phrases will improve language acquisition. Focus must be placed on receptive listening. Listening Centers have been placed in classrooms so that students may work independently. Writing workshops emphasize various skills that parallel those that are tested on the NYSESLAT--verb/noun agreement, adjective noun reversals, etc. Guided Reading groups are formed according to Fountas and Pinnell levels. Students are made aware of their level and are encouraged to take ownership of their progress. Levels are used for flexible groupings so that students may move from group to group. Appropriate non-fiction books in S.S. and Science are chosen based on text complexity and density. ESL is the only program offered in P.S. 245, as such. Native Language exams are not administered.

3. Patterns of the NYSESLAT modalities reveal that Listening and Writing are two skill areas that need emphasis. Additional support may include: word definitions, graphics, definitions of key phrases and the use of a dictionary.

4 a. P.S. 245 cannot compare tests taken in English as compared to their native language, because, as of this date students have not taken standardized tests in their native language.

4. b. Results of the ELL periodic Assessments indicate the need for differentiated instruction to increase listening comprehension. Recommendations include: continual checking for aural skills and increased difficulty in reading selections along with the withdrawal of audio supports.

4. c. Periodic assessments show that students need further practice in focused listening and inference skill development in reading.

5. P.S. 245 does not have a Dual language program at this time.

6. Success for ELL students is determined by the ability of the student to function successfully in his/her mainstream class. Can the student master the more complex academic language and content of the mainstream class? The teacher's assessments of the student's ability to read, write and comprehend English as well as their peers on their proficiency tests determine whether or not the student will advance to the next grade level. In the Spring of 2012 17 of 21 students advanced to the next grade level. There were two holdovers in grade 1 and two holdovers in grade 2. The results of the NYS ELA and Math tests showed that the performance of some ELL students exceeded the performance of their classmates.

### Additional Information

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

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

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: \_\_\_\_\_ Network: **CFN531**

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

**Part A: Needs Assessment Findings**

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

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

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

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

Oral and written translations in Spanish – Nilsa Grandel, School-Aide and Evlyn Fergus, Parent Association President

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