



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** 27Q045

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

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

**SUPERINTENDENT:**      MICHELE LLOYD-BEY



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

| Name                | Position and Constituent Group Represented   | Signature |
|---------------------|--|-----------|
| Samantha severin    | *Principal or Designee   |           |
| Wayne Greenberg     | *UFT Chapter Leader or Designee  |           |
| Lavern Van Dusen    | *PA/PTA President or Designated Co-President   |           |
|                     | DC 37 Representative, if applicable  |           |
|                     | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                     | CBO Representative, if applicable  |           |
| Vivian Eweka        | Member/ School Staff   |           |
| Donna Kennedy       | Member/ School Staff   |           |
| Loucita St. Phar    | Member/ School Staff   |           |
| Kathleen Sadowy     | Member/ School Staff   |           |
| Tabitha Crayton     | Member/ Parent   |           |
| Edwidge Duval       | Member/ Parent   |           |
| Gitina Robertson    | Member/ Parent   |           |
| Jennifer Clementson | 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

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

### **Annual Goal #1**

By June 2013, Students in Grades 3-6 will demonstrate progress towards achieving proficiency in English Language Arts as measured by a 9% increase in the number of students attaining Levels 3 and 4 on the New York State English Language Arts Exam.

### **Comprehensive needs assessment**

During the 2011-2012 academic year, 50 % of students in Grades 3 – 6 performed at proficiency (attaining a Level 3 or 4). Student proficiency in Grades 3 – 6 decreased by 4 % between the 2011-2012 academic year and the 2012-2013 academic year. An analysis of our data shows that 64% of students in Grade 3, 43% of students in Grade 4, 49% of students in Grade 5 & 47% of students in Grade 6 attained proficiency in ELA. In an effort to ensure that we are providing rigorous instruction for all students in Reading, Writing and Word Work, we are making increased proficiency in ELA a priority this academic year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- **Review of Resources:**
  - a) Strategies/activities that encompass the needs of identified student subgroups Assign instructional lead roles to select teachers in Galaxy. Instructional leads will support the administration in optimizing resources (human, budget, time) data and systems to support and monitor instructional work; utilize the school's literacy coach as the implementation point person of Pearson's Reading Streets Program for Grades 3-6; Provide teachers in Grades 3-6 with training on the components of Pearson's Reading Streets Program with a specific focus on the planning whole group instruction and structuring guided and strategy group instruction; utilize inquiry team meetings to look at student work, analyze collected data (conference notes, ELA predictive/diagnostic assessments, Reading Streets weekly assessments, TC running records and benchmark assessments).
  - b) Key personnel and other resources used to implement these strategies and activities: Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities); Principal, Assistant Principal; teacher leaders. Focus on the development of teachers as instructional leads in ELA. These teacher assignments are strategic (encompassing a variety of grade levels, license areas and experience coaching) and promote accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and performance. Assignment of a Literacy Coach/instructional lead as a Reading Streets point person supports teacher development in their work with Pearson's Reading Streets Program.
  - c) Steps taken to include teacher in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Utilize the Danielson Framework as a tool for developing a shared understanding of effective instructional practices during the reading and writing blocks. This will support the construction of: instructional rounds sessions involving teacher teams that utilize Danielson as a lens for evaluating classroom practice / Normed teaching practices that are aligned to curricula and reflect a coherent set of beliefs about how students learn best./ Teacher strategies (across classrooms) that strategically provide multiple entry points so that all learners (including ELLs and SWDs) are engaged in appropriately challenging tasks that demonstrate higher order thinking skills in student work.
  - d) Timeline for implementation: September 2012- May 2013.

- **Examining and Refining Actionable Written Feedback to Teachers / Professional Development:**
  - a) Strategies/activities that encompass the needs of identified student subgroups: Provide all staff members with a series of professional development sessions that focus on strengthening the common language and understanding of what quality teaching looks like through a detailed reading of Danielson's Framework for Teaching. The 2012-2013 professional development calendar will focus attention on: Aligning curriculum in Reading, Writing and Word Work to the Common Core Standards, making purposeful decisions to emphasize key standards in the construction of Common Core Aligned Units of Study; integrating the CCLS Units of Study (including the CIE instructional shifts) and aligning curricula across grades and subjects areas to close the achievement gap and promote college and career readiness in all grades strategically providing multiple entry points and high quality supports and extensions into the curricula so that all learners are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student work; refining grade level and cross grade level inquiry work so that teacher teams are able to effectively analyze student work with the goal of adjusting teaching practice and instructional planning (i.e. – refining Common Core aligned units to gain familiarity with key instructional practices; plan for shifts in instruction and review the scope and sequence in light of changes to the Grades 3-6 tests & use assessment in planning with a particular focus on the development and execution of grade level Response To Intervention (RTI). Also – Provide structured and on-going professional development opportunities for teachers in Grades 3 -5 to engage in an in-depth exploration of Pearson's Reading Streets Program.
  - b) Key personnel and other resources used to implement these strategies and activities: Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities); Principal, Assistant Principal; teacher leaders. Focus on the development of teachers as instructional leads in ELA. These teacher assignments are strategic (encompassing a variety of grade levels, license areas and experience coaching) and promote accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and performance. Assignment of a Literacy Coach/instructional lead as a Reading Streets point person supports teacher development in their work with Pearson's Reading Streets Program.
  - c) Steps taken to include teacher in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Support individual teachers in crafting 2-3 professional learning goals. These goals will be developed in conjunction with a review of teacher data, current student assessment data in ELA and discussion of specific Danielson competencies that will support teachers in reaching their measurable objectives. Principal and Assistant Principal will conduct short, frequent cycles of observations and provide formative feedback. The administration will make organizational decisions to support the school's instructional goals in ELA.
  - d) Timeline for implementation: September 2012 – May 2013
- **Establish a School-level Response to Intervention Team**
  - a) Construct a school level Response to Intervention Team that works in conjunction with the school's Pupil Personnel Team (PPT) & School Implementation Team (SIT) to develop a school level RTI plan. This plan – introduces RTI as a model for ensuring that students across grade levels have increased access to the core curricula; identifies the focus for the school's RTI initiative as Reading; identifies Teachers College Reading Assessment as the screening tool for students in Grades Pre-K – 6; categorizes reading levels on individual grade levels as they are associated with Tier 1, 2 & 3 designations during BOY, MOY and EOY assessment benchmarking periods; underscores the expectation that RTI interventions must be documented prior to referring a student for a Special Education Evaluation.
  - b) Key personnel and other resources used to implement these strategies and activities: Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities); Principal, Assistant Principal; teacher leaders. Focus on the development of teachers as instructional leads in ELA. These teacher assignments are strategic (encompassing a variety of grade levels, license areas and experience coaching) and promote accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and performance. Assignment of a Literacy Coach/instructional lead as a Reading Streets point person supports teacher development in their work with Pearson's Reading Streets Program.
  - c) Steps taken to include teacher in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Construct grade level specific RTI plans that will support classroom teachers and assign AIS/SETTS service providers in developing and implementing services for Tier 2 & 3 students. PPT and SIT liaisons will work with teacher teams to design engaging, rigorous and coherent curricula, including the arts

and physical health education for a variety of learners aligned to the CCLS. This will ensure that SWDs and ELLs have access to the grade level curricula in ELA.

d) Timeline for implementation: September 2012 – May 2013.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

**Service and program coordination**

As a Title 1 School Wide Program, Conceptual Consolidation will allow us to combined Federal and local funds as Fair Student Funding (Tax Levy), Title 1 Funds and human resources to implement this action from September 2012 – June 2013 as indicated below:

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

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

By June 2013, students in Grades 3-6 will demonstrate progress towards achieving proficiency in math as measured by an 8 % increased in the number of students attaining Levels 3 & 4 on the New York State math Exam.

### **Comprehensive needs assessment**

During the 2011-2012 academic year, students in Grades 3 – 6 achieved a 2% increase in the number of students performing at proficiency (attaining Levels 3 or 4) on the NYS Math Assessment with 68% of our students performing at proficiency. In an effort to show that we are providing rigorous math instruction for our students, we are making proficiency in Math an increased priority this year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Review of Resources:**
  - a) Strategies/activities that encompass the needs of identified student subgroups: Assign instructional lead roles to select teachers in Galaxy. Instructional leads will support the administration in optimizing resources (human, budget, time) data and systems to support and monitor instructional work; Provide teachers in Grades 3-6 with training and continued professional development on utilizing the Common Core Learning Standards / Revised DOE pacing calendar to construct a revised scope and sequence for Math to utilize in conjunction with Everyday Math and Impact Math programs. Administration, instructional leads in Math and coaches will work to develop the strategies and skills necessary for students to develop fluency, application and conceptual understanding in Math and to be able to demonstrate these skills daily during the math instructional block.
  - b) Key personnel and other resources used to implement these strategies and activities: All teachers of Grades Pre-Kindergarten – Grade 6, Principal, Assistant Principal; teacher leaders. Focus on the development of teachers as instructional leads in Math. These teacher assignments are strategic (encompassing a variety of grade levels, license areas and experience coaching) and promote accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and performance.
  - c) Steps taken to include teacher in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Teacher teams with the support of instructional leads will construct and refine rubrics and grading policies that offer clear expectations for students' performance and progress based on the CCLS and that offer a clear portrait of student mastery of key concepts in Math. Grade level teams will use an analysis of common assessments (revised math unit assessments, grade level constructed performance check lists, Acuity, etc.) to create a clear picture of student progress towards goals across subject areas. Grade level teams will adjust curricular and instructional decisions so that all students demonstrate increased mastery.
  - d) Timeline for implementation: September 2012 - June 2013
- **Examining and Refining Actionable Written Feedback to Teachers / Professional Development**
  - a) Strategies/activities that encompass the needs of identified student subgroups: Provide all staff members with a series of professional development sessions that focus on strengthening the common language and understanding of what quality teaching looks like through a detailed reading of Danielson's Framework for Teaching. The 2012-2013 professional development calendar will focus attention on: Aligning curriculum in Math to the Common Core

Standards, making purposeful decisions to emphasize key standards in the construction of Common Core Aligned Unites of Study; integrating the CCLS Units of Study (including the CIE instructional shifts) and aligning curricula across grades and subjects areas to close the achievement gap and promote college and career readiness in all gradesstrategically providing multiple entry points and high quality supports and extensions into the curricula so that all learners are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student work; refining grade level and cross grade level inquiry work so that teacher teams are able to effectively analyze student work with the goal of adjusting teaching practice and instructional planning (i.e. – refining Common Core aligned units to gain familiarity with key instructional practices); plan for shifts in instruction and review the scope and sequence in light of changes to the Grades 3-6 tests & use assessment in planning with a particular focus on the development and execution of grade level Response To Intervention (RTI).

- b) Key personnel and other resources used to implement these strategies and activities: Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities); Principal, Assistant Principal; teacher leaders. Focus on the development of teachers as instructional leads in Math. These teacher assignments are strategic (encompassing a variety of grade levels, license areas and experience coaching) and promote accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students’ progress and performance.
- c) Steps taken to include teacher in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Teacher teams with the support of instructional leads will construct and refine rubrics and grading policies that offer clear expectations for students’ performance and progress based on the CCLS and that offer a clear portrait of student mastery of key concepts in Math. Grade level teams will use an analysis of common assessments (revised math unit assessments, grade level constructed performance check lists, Acuity, etc.) to create a clear picture of student progress towards goals across subject areas. Grade level teams will adjust curricular and instructional decisions so that all students demonstrate increased mastery.
- d) Timeline for implementation: September 2012 – June 2013

**Strategies to increase parental involvement**

- Parent Coordinator, Assistant Principal, Coach, Instructional Leads will host workshops and information sessions for parents on the Common Core Curriculum, NYS ELA and Math Assessments and ways to support students at home in all academic subject areas. Workshop materials will be translated. Interpretation support will be provided.
- Parent Coordinator and other staff members will attend regularly scheduled parent meetings to share information and respond to parent questions and inquires.
- School website and school messenger will provide updated information on parent workshops, curricular materials and extra-curricular activities for students, translated into all languages.
- Parents will be trained on how to use ARIS Parent Link to access student assessment information.
- Progress Reports will be provided to parents to keep them up to date on student math levels.

**Budget and resources alignment**

- Indicate your school’s Title I status: X 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

If other is selected describe here:

**Service and program coordination**

As a Title 1 School Wide Program, Conceptual Consolidation will allow us to combined Federal and local funds as Fair Student Funding (Tax Levy), Title 1 Funcnds and human resources to implement this action from September 2012 – June 2013 as indicated below:

- Professional instructional; materials for use during the regular school day programming.

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

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

By June 2013 there will be a .8% decrease in the number of students referred for Special Education Services in favor of early identification and intervention

#### **Comprehensive needs assessment**

A review of our 2011-2012 Initial Special Education Referral Rate Is 1.7%. In comparison to all Public Schools (.9%), our referral rate proves to be .8% higher than the City average during the same time period. Our school's declassification rate stands at 0%.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Professional Development:**
  - a) Strategies/Activities that encompass the needs of identified subgroups: Teaching staff will be provided with professional development on utilizing grade level specific RTI plans to screen and provide tiered instruction and intervention to all students (Grades Pre-K – 6) in reading. In turn, classroom teachers and out of classroom service providers will engage in a thoughtful series of documented intervention strategies to promote student achievement in reading. Ongoing professional development sessions will focus on – Highlighting connections between Special Education Reform goals and an insistence on ensuring that targeted intervention is provided to students so that all students have access to the core curricula; ensuring that small group instruction is targeted to individual student learning needs in reading by identifying specific reading behaviors associated with each reading level; identifying skills and strategies that are most significant in advancing student reading from one specific level to the next and monitoring student performance and progress through formal and informal assessment; ensuring that teaching strategies strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners and engaged appropriately in challenging tasks.
  - b) Key Personnel and other resources used to implement these strategies/activities: Teachers of Grades Pre-Kindergarten – Grade 6 (including English Language Learners and Students with Disabilities); Principal, Assistant Principal; teacher leaders. Focus on the development of teachers as instructional leads in ELA. These teacher assignments are strategic (encompassing a variety of grade levels, license areas and experience coaching) and promote accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and performance. Assignment of a Literacy Coach/instructional lead as a Reading Streets point person supports teacher development in their work with Pearson's Reading Streets Program.
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Construct grade level specific RTI plans that will support classroom teachers and assign AIS/SETTS service providers in developing, implementing and tracking the utility of intervention services for Tier 2 & Tier 3 students. PPT & SIT liaisons will work with teacher teams to design engaging, rigorous and

coherent curricula, including the arts and physical education for a variety of learners aligned to the CCLS. This will ensure that SWDs have access to grade level curricula.

**Strategies to increase parental involvement**

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

**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

If other is selected describe here:

**Service and program coordination**

As a Title 1 School Wide Program, Conceptual Consolidation will allow us to combined Federal and local funds as Fair Student Funding (Tax Levy), Title 1 Funds and human resources to implement this action from September 2012 – June 2013 as indicated below:

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



**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  | <p>Push-in &amp; Pull out support services/ Focused Guided Reading/ Writing Instruction; Strategy Group Instruction.</p> <p>Materials: Reading Streets leveled readers, Treasures Leveled Readers, Reading Streets Computer based programming, Wilsons</p> | Small group, one-to-one tutoring   | During the school day, after school extended day programming                              |
| Mathematics  | Push-in & Pull out support services / Guided & Strategy Group Instruction  | Small group, one-to-one tutoring   | During the school day, after school extended day programming                              |
| Science  |  |  |   |
| Social Studies   |  |  |   |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At-Risk Counseling (pull out / small group/one to one):  | As per IEP / As per at-risk counseling mandates 00                             |   |



**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.

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

**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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

## **III. Student Responsibilities:**

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

**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 [i](#).

|  |
|--|
|  |
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**A. School Information [i](#)**

|   |                    |                           |                          |
|---|--------------------|---------------------------|--------------------------|
| Cluster Leader/Network Leader <b>CFN 211 Charles Amundsen</b> | District <b>27</b> | Borough <b>select one</b> | School Number <b>045</b> |
| School Name <b>Clarence Witherspoon</b>                       |                    |                           |                          |

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

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

**C. Teacher Qualifications [i](#)**

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <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>230</b> | Total Number of ELLs | <b>26</b> | ELLs as share of total student population (%) | <b>%</b> |
|------------------------------------|------------|----------------------|-----------|---|----------|

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

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

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

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

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

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

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

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

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

### A. ELL Programs

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

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

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

|  |                              |                             |                               |
|--|------------------------------|-----------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input type="checkbox"/> | No <input 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   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |    |    |    | 0     |
| <b>Push-In</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |    |    |    | 0     |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

### B. ELL Years of Service and Programs

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





| Freestanding English as a Second Language      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          | 2        |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  | 1        | 1        |          |          | 1        | 1        |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

### A. Programming and Scheduling Information

How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
- b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
  7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

|          |  |
|----------|--|
| Math:    |  |
| Science: |  |
|          |  |
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|  |  |
|  |  |

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

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

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

## A. Programming and Scheduling Information--Continued

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.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

What new programs or improvements will be considered for the upcoming school year?

What programs/services for ELLs will be discontinued and why?

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Do required services support, and resources correspond to ELLs' ages and grade levels?

Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

What language electives are offered to ELLs?

## B. Schools with Dual Language Programs

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

## C. 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.

Native language support is provided to all students using support materials such as the internet, picture clues and dictionaries. Professional development is given to all staff by ESL teacher. This emphasizes strategies that are successful in the acquisition of English. General education teachers are provided 7 ½ hours of in-service professional development. Special education teachers are given 10 hours of PD to support the needs of their children.

This professional development will focus on methods that classroom teachers can use to improve the understanding of English and to accelerate English language learning. For example, teachers will be taught how to best incorporate more visuals for ELL students, how to help students acquire vocabulary that their non-ELL counterparts might already know, and how to improve their understanding of grammar and the use of grammar. They will be taught some of the warning signs that a child is struggling due to language versus other deficiencies and how to help address these needs. Teachers, assistant principals, paraprofessionals, special education teachers, occupational/physical therapists and secretaries will also be including in these professional development courses alongside the common branch teachers, where appropriate. Furthermore, as students transfer from one school level to another, staff will be aided in helping students make these transitions.



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

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

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Integrated Algebra          |                            |                 |                             |                 |
| Geometry                    |                            |                 |                             |                 |
| Algebra 2/Trigonometry      |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |
| Earth Science               |                            |                 |                             |                 |

**New York State Regents Exam**

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

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

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



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

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

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

The assessment tool that is used to assess early literacy skills at PS 45 is the Teacher's college Reading Running Records. The information is used to coordinate ESL pull out instructions with the classroom instruction and with each individual ELL student's needs. When weaknesses are found in the Running Records, they are to be addressed in upcoming lessons. At all the different grade levels, especially the first grade, students are behind where they should be on the Running Record even at the start of the school year. For example, students entering first grade should be at a reading level of E, however none of our ELL students are at this level. Most are reading at a level B. (Out of six ELL students in grade one, three are reading at level B, one is reading at level C and two are reading at level A). This data is used to structure the ESL groups so that those students needing extra help in reading will get the help they need during the ESL lessons. Extra time will be spent on sight words, sound letter recognition and decoding skills for those students who need it.

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

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

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

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

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

**Additional Information**

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

Paste additional information here

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

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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