



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 245
DBN (i.e. 01M001): 22K245
Principal: ERICA NICOLE WILLIAMS
Principal Email: EWILLIA14@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA D. FARKAS
Network Leader: MR. JOSEPH BLAIZE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Erica Nicole Williams	*Principal or Designee	
Valerie Shonefeld	*UFT Chapter Leader or Designee	
Lancelot Brown	*PA/PTA President or Designated Co-President	
Nilsa Grandel	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sabrina Baachus	Member/	
Evelyn Fergus	Member/	
Roxanne Fraser	Member/	
Onika Ramanuth	Member/	
Michelle White	Member/	
Vivian Owusu	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students in grades K-5 will have participated in literacy and math tasks. These tasks will be part of the our curricula units which are aligned to the Common Core Learning Standards

Comprehensive Needs Assessment

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

To meet the expectations of the 2013-2014 Citywide expectations around strengthening student work by engaging students in rigorous tasks embedded in well-crafted instructional units that are aligned to the CCLS.

Performance tasks are not embedded in the school's ELA curriculum

Based on the results from the 2013 NYS ELA test, 100% and 98% of students in grades 4 and 5 respectively scored below average on the open-ended constructed response questions. Results from the 2013 NYS Math test, yielded similar results, with the majority of students scoring below average on the constructed response questions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: All teachers will participate in professional growth practices that shift teaching practices.

1. Activity A: Create ELA and Math curricula maps that are aligned to the CCLS; using the CCLS as a guide to inform the teaching points and lesson plans that will support the performance task.
2. Activity B: All teachers will continue to revise and finalize development of the task in terms of when the tasks will be administered, materials needed, etc.
3. Activity C: All teachers will analyze student work at data inquiry meetings to identify areas of need and the implications for teaching practices for whole class, small group and individual students.

B. Key personnel and other resources used to implement each strategy/activity

1. A: Teacher teams on each grade level will meet with the assistance of the Generation Ready consultant, to revise curricula maps; ensuring that plans are aligned and support the performance tasks in literacy. Teacher teams on each grade level will meet to review the Performance Tasks that are embedded in each math program, Envisions in grades K-2 and Go Math in grades 3-5.
2. B: Teacher teams will meet to select tasks and will develop a time line of when the tasks will be administered. Teacher teams will continue to refine and develop the tasks using the resources from the Common Core Library, Envisions and Go Math.
3. C: Principal will participate in data inquiry and teacher team meetings as well as hold monthly meetings to provide feedback.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A: By December 2013, 100% of students will participate in a minimum of two assessments for each task in literacy and math as a result of teacher teams developing curricula maps to support the implementation of the tasks.
2. B: November, January, March and May teacher teams will analyze the data from the tasks and meet to revise teaching points ensuring that the needs of all learners are addressed.
3. C: All students will move up at least one level on the performance task rubric in both literacy and math

D. Timeline for implementation and completion including start and end dates

1. A :Beginning September 2013 -June 2014, All teachers teams will participate in bi-weekly planning with the Generation Ready consultant
2. B: Beginning September 2013-June 2014, All teachers teams will participate in weekly data inquiry/teacher team meetings
3. C: Beginning September 2013 – June 2014All teachers teams will develop and revise curricula maps monthly
4. D: Beginning September 2013 – June 2014 Principal will participate in bi-weekly planning and weekly data inquiry team meetings

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A: Consultant from Generation Ready for 20 days
2. B: Reduced teaching periods by 2 periods to provide professional development
3. C: Per diem coverage to facilitate CIE expectations

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. A: The parent coordinator will conduct a series of workshops that will focus on the CCLS, instructional shifts and
2. B: Monthly Family as Learners workshops where families will be invited to visit their child's classroom
3. C: Principal's monthly newsletter

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP are used to purchase 20 Staff Development Day for a literacy consultant from Generation Ready
Title I SWP funds are used to per diem coverage

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, inquiry teams will use data regularly and systematically to inform instructional decisions and make the necessary adjustments to impact student outcomes.

Comprehensive Needs Assessment

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

Based on the school's latest Quality Review (2010 -2011), the collection and analysis of data to make adjustments and inform instruction was identified as an area for improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity A: Teacher teams will meet a minimum of two times a month to look at and analyze various sources of student work (including ELLs and SWDs); they will revise and adjust curriculum maps and lesson plans to address the needs of their students and address the gaps in curriculum
2. Activity B: Provide professional development based on the analysis of the data as well as the CCLS
3. Activity C: All teachers will use the data to identify and regularly monitor students in need of RTI

B. Key personnel and other resources used to implement each strategy/activity

1. A: All classroom teachers will participate in grade level meetings
2. B: The Principal, Generation Ready Consultant, Network Achievement Coach, ESL and Spec Ed teachers will provide professional development to teacher teams
3. Principal will conduct observations and monitor the effectiveness of the strategies identified at the inquiry team meetings
4. C: All classroom teachers and RTI providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A: By the end of 2013-14 school year, all students including ELLs and SWDs will move up at least two reading levels as measured by Fountas and Pinnell and will show progress from Envisions and Go math pre and post unit tests
2. B: Use the data from the writing assessments administered September, January and March to ensure that 100%of students move up 1 level on the rubric
3. C: The RTI teachers will monitor student's progress and adjust groups accordingly

D. Timeline for implementation and completion including start and end dates

1. A: Beginning September 2013- June 2014, teacher teams will meet a minimum of two times a month
2. B: Twice a month beginning in September 2013 and ending in June 2014.
3. C: Monthly beginning September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A: 37 ½ minute SBO – 50 minutes weekly

2. B: Common Planning once a week and 37 ½ minute SBO – 50 minutes weekly
3. C: Common Planning once a week

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Progress reports distributed three times a year
 Parent Workshops
 ARIS Parent Link

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from the Charlotte Danielson's Framework for Teaching included in new teacher evaluation and development system improved pedagogy by focusing on lesson design and questioning and discussion techniques to improve pedagogical delivery to improve student achievement for all students.

Comprehensive Needs Assessment

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

Based on the school's latest Quality Review (2010-2011), areas for improvement was noted as follows: a) teaching strategies and questioning do not push student thinking; interactions are teacher centered and between teacher and one student at a time.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: All teachers will participate in professional growth practices that shift teaching practices.

1. Activity A: A minimum of four classroom observations to observe practices across the components of the Danielson rubric 1e and 3b.
2. Activity B: The development of curricula maps in all content areas
3. Activity C: The development of questions aligned to DOK levels 2 and above centered to promote whole class discussions and enrich academic discourse among students
4. Activity D: Implementation of school wide LEAD (Let Everyone Ask and Discuss (questions) time

B. Key personnel and other resources used to implement each strategy/activity

1. A: Principal will participate in conducting the minimum of four classroom observations as required by the new teacher evaluation system, Advance. DOE Talent Coach will meet with Principal on implementing the Teacher Effectiveness rubric
2. B: All teachers will participate in developing curricula maps in all content areas
3. C: All teachers will participate in professional development around crafting and developing questions aligned to DOK levels 2 and above centered around a school wide Book of the Month
4. D: All teachers and students will participate in whole class, small group and/or turn and talk discussions focused on the Book of the Month

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A: By June 2014, all teachers will agree with rating 80% of the time as to whether their practice represents Highly Effective, Effective, Developing or Ineffective practice across components 1e and 3b.
2. B: All teacher teams will be required to submit curriculum maps monthly and through cycles of observations they will be monitored and reviewed

3. C: Principal will facilitate the professional development for component 3b as well as provide feedback through observation cycle
 4. D: All teachers will hold class discussions based on the Book of the Monthly twice weekly for 20 minutes. Principal will observe this practice and provide ongoing feedback
- D. Timeline for implementation and completion including start and end dates**
1. A: By June 2014, all teachers will be observed a minimum of four times for the year and will engage in mid-year and end of the year self-reflections
 2. B: By June 2014, teacher teams will submit monthly curriculum maps in the areas of literacy, math, science and social studies
 3. C: By June 2014, teacher teams with the support of the Principal will craft questions monthly to support questioning and discussion techniques
 4. D: By June 2014, all students will participate in Let Everyone Ask and Discuss (questions) on a weekly basis
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. A: Principal will conduct a minimum of 5 observations (formal and informal) weekly
 2. B: Bi-Weekly planning periods to facilitate the writing of curriculum maps
 3. C: One data inquiry period monthly to support the development of questions aligned to DOK levels 2 and above
 4. D: Twice weekly (Tuesdays and Thursdays) teachers and students will participate in whole class or small group discussions for 20 minutes (8:45AM – 9:05AM)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A: Monthly Family as Learners class visits
 B: Parent Workshops
 C: Monthly School Newsletter

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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>ELA Tutorial Program- Students in grades 3-5 receive instruction in reading, listening, and the writing process.</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes.</p>	<p>During extended day and beyond. This program meets for ten weeks prior to the NYS ELA assessments. It takes place 2 days a week, for 1 1/2 hours each day, Tuesday and Thursday</p>
	<p>Literacy Push-In- Out of classroom personnel push-in during the literacy block.</p>	<p>Small group direct instruction for at-risk and/or enrichment students in grades K-5.</p>	
	<p>Foundations (K-2) & Wilson (3- 5)- Programs that are used to provide instruction in decoding, encoding, and comprehension.</p>	<p>Small group instruction</p>	<p>During the literacy block, from 9:00 to 9:40 a.m. every day.</p>
	<p>Soar To Success- A literacy program that is used to develop comprehension and strategy use</p>	<p>Small group instruction</p>	<p>During the instructional day and during extended day.</p>
	<p>Rewards- A specialized program that is used with students in grades 3, 4, and 5 to develop a flexible strategy for decoding multi-syllabic words as well as to increase their oral and silent reading fluency. The program is also effective in supporting vocabulary development.</p>	<p>Small group instruction</p>	
	<p>Mimio Comprehension- A comprehension program, which is accessed via the internet, and is utilized to improve student comprehension in grades 3-5.</p>	<p>Computer assisted.</p>	<p>During the instructional day.</p> <p>During the instructional day, and/or during extended day, as well as at home.</p>

	<p>Reading Recovery- Reading Recovery is a highly effective short-term intervention for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good.</p>	<p>One-to-one tutoring.</p>	<p>During the instructional day.</p>
<p>Mathematics</p>	<p>Math Tutoring Program- Students in grades 3-5 receive instruction in problem solving and math skills.</p> <p>Mind Research Institute ST Math- A web-based mathematics program that teaches children how to think and reason mathematically.</p> <p>It is on-line technological program that is designed to enable students to recall basic math facts accurately, quickly, and effortlessly. This automaticity allows them to more efficiently solve problems at higher levels of mathematics.</p> <p>Pearson ENVISION Math- This classroom program provides differentiated activities to help low-performing children master grade level concepts.</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes.</p> <p>Computer assisted.</p> <p>Both whole class instruction and small groups.</p>	<p>During extended day and beyond. This program meets for ten weeks prior to the NYS MATH assessments. It takes place 2 days a week, for 1 1/2 hours each day, Tuesday and Thursday.</p> <p>During the day for 45 minutes on two days. Also, 1 – 2 times a week during extended day.</p> <p>During the day during math instruction and during extended day. Science Tutoring Program- This program works improve the analytical skills of 4th grade students</p>
<p>Science</p>	<p>Science Tutoring Program- This program works improve the analytical skills of 4th grade students in the area of Science.</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes</p>	<p>During extended day and beyond. This program meets for 10 weeks prior to the NYS Science assessment. It takes place 2-4 days a week, 1-2 hours each day</p>
<p>Social Studies</p>	<p>Supplementary Materials- All students in grades K-5 have access to both text books and trade books</p>	<p>Whole class instruction with opportunities for grouping</p>	<p>During the instructional day.</p>

	<p>appropriate for a range of reading levels. These high interest books help students analyze historic periods using multiple sources of information and to develop an understanding of sophisticated concepts. Additionally, these materials support the non-fiction emphasis of the new Common Core State Standards.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>A DOH School Nurse, Ms. Sylvester, provides daily health services, conducts asthma workshops, and disseminates other health related information.</p> <p>A social worker provides student support services— one-to-one counseling, group peer mediation and intervention and peer leadership training.</p>	<p>Individual and small group interaction.</p> <p>Individual, small group and whole class instruction.</p>	<p>During both the instructional and extended day, as needed.</p> <p>During the instructional</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The Principal networks with other principals in the network and district to seek out viable candidates for any openings within the school. All resumes are reviewed and evaluated of candidates who express an interest in holding a teaching position at PS 245] The Principal follows up with checking references of those individuals who are interviewed for positions Keep teachers abreast of the new initiatives and expectations of the DOE Provide professional development on the new Advance Teacher evaluation system , Provide professional development in literacy and math, which is supported by the literacy consultant and the network Achievement Coaches Provide specific targeted professional development to specialist area teachers in science, art, ESL and special education

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
SBO vote to reinstate the 50 minute weekly data inquiry period Provide professional development on the new Advance Teacher evaluation system , CCLS and the instructional shifts Provide professional development in literacy and math, which is supported by the literacy consultant and the network Achievement Coaches Provide specific targeted professional development to specialist area teachers in science, art, ESL and special education

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Money is set aside as appropriate for students in temporary housing for school supplies, materials and participation in after school programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
During the first week of school, parents are invited to escort their child to school Children are gradually transitioned to full day as initially they spend a few hours with parents in the classroom The teacher utilizes the Pre Kindergarten Foundation for the Common Core

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers play an integral role and are the prime decision makers as to when classroom assessments will be administered. Additionally, the principal, in conjunction with teachers determine when school wide assessments such as Fountas and Pinnell running records, baseline writing, etc. will be administered.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- Hold monthly Family as Learners class visits
- 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;
- Monthly Parent Newsletter

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Home-School Connection Newsletter
- Awards Night
- Student of the Month Assemblies
- Attendance Celebrations
- School Messenger
- Progress Reports distributed three times yearly
- Science Fair
- Spelling Bee

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;
- Family as Learners monthly visits to classrooms

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 245
School Name P.S. 245		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Erica Williams	Assistant Principal N/A
Coach Maura Kahn	Coach
ESL Teacher Mariam Hashimi	Guidance Counselor Karen Bagnini
Teacher/Subject Area	Parent type here
Teacher/Subject Area Earl Terrill/Special Ed.	Parent Coordinator Lynette Bradshaw
Related Service Provider Inessa Melnick/Speech	Other Nilsa Grandel/ Sp. Translator
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	297	Total number of ELLs	37	ELLs as share of total student population (%)	12.46%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	11	7	7	8	0	0	0	0	0	0	0	0	0	33
Pull-out	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Total	11	7	7	8	2	2	0	37						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	4
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	34	0	3	3	0	1	0	0	0	37
Total	34	0	3	3	0	1	0	0	0	37

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Hispanic/Latino: <u> </u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	1	8	1									20
Chinese														0
Russian														0
Bengali	1		2											3
Urdu														0
Arabic			1											1
Haitian	3	1	3		1									8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1				2								5
TOTAL	11	7	7	8	2	2	0	0	0	0	0	0	0	37

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	0	1	2	0	0	0	0	0	0	0	0	0	7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	3	2	3	0	0	0	0	0	0	0	0	0	11
Advanced (A)	4	4	4	3	2	2	0	0	0	0	0	0	0	19
Total	11	7	7	8	2	2	0	0	0	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		3	7		10
4		2			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2						3
4					2				2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S. 245 the assessment tool used to assess the early literacy skills of ELLs is Fountas and Pinell. It is a benchmark assessment system that can be used to identify a student's current reading level and progress along a gradient of text levels over time. With the Fountas and Pinnell Benchmark Assessment System, reading level can be monitored three times each year. This assessment will yield level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patters across proficiency levels reveal that ELL students are highly successful in their in their Basic Interpersonal Communication Skills (BICS), while within the Reading/Writing modality additional, strong, ongoing support is required. As students begin to understand and communicate in the English language, teachers are supportive in building on ELLs content knowledge in support of their cognitive Academic Language Proficiency (CALP).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns across proficiencies and grades showcase that students are approaching grade level standards in listening and speaking skills, while reading and writing requires more time. As reported in ELL research, Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded, and they occur in a meaningful social context. They are not very demanding cognitively and children can listen and then speak with meaning. CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas.

 - b. ELL Periodic Assessments are not being used at P.S. 245.
 - c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Universal screening is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or grade level. These assessments often point out risks that may not be apparent from classroom interactions alone, and they are especially useful for understanding performance across groups of students. Strong core instruction is delivered to ELL students in the general education classroom by a qualified educators. Intensive, targeted instrucion is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. Progress/monitoring informs how at-risk students are responding to instruction. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Native language support is systemic, and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day are utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in their subject-area classes. Teachers can group students of the same language for certain activities so that they can assist

each other and respond in their native language. Each of these strategies extend to after school programs as well.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Currently there is no dual language program at P.S. 245.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success for ELL students is determined by the ability of the student to function successfully in his/her mainstream class. Can the student master the more complex academic language and content of the mainstream class? Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. The teacher's assessments of the student's ability to read, write, and comprehend English as well as their peers on their proficiency tests determine whether or not the student will advance to the next grade level.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The English Language Learner (ELL) identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English. The LAB-R will be used until January 31, 2014. It will then after be replaced with the NYS Identification Test for English Language Learners (NYSITELL).

At registration, all parents are required to complete a Home Language Survey (HLIS) form when enrolling their child(ren). When parents first enroll their child in the school, the school's licensed ELL pedagogue (Mariam Hashimi) will be available to assist parents through the process and conduct an informal oral interview. The three primary languages that have been identified within the school community are English, Haitian Creole and Spanish. If parents are in need of assistance from a translator, in-house support is provided by staff members.

If any three questions on the HLIS (any 1 question from questions 1-4; any 2 questions from questions 5-8) are answered in a language other than English the student becomes eligible for the LAB-R or NYSITELL (depending on date of enrollment). An informal interview is then conducted in English and the native language by a bilingual supervising school aide and the licensed ESL Teacher (Mariam Hashimi). Once potential ELLs are identified, they are administered the LAB-R or NYSITELL (within 10 days of enrollment) by the certified ESL Teacher. Students who score below proficiency on the LAB-R become eligible for state mandated services for ELLs. All new entrants who have a home language of Spanish and score below proficiency on the LAB-R will be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing ESL services. Scores will determine the child's proficiency as either beginning, intermediate, advanced, or a proficient level. Children who score at a beginning, intermediate or advanced level of proficiency become entitled to ELL services. Proficiency levels determine the requirements for English as a Second Language (ESL) instruction. Students at Beginning and Intermediate levels receive 360 minutes/week of instruction; students at Advance level receive 180 minutes/week of instruction.
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.

Parents will be notified in their home language (and English) of a Parent meeting at the school, where translation services will be provided. The meeting will include a viewing of the Orientation Video from the Department of Education, which will introduce and describe the three different ELL programs (Transitional Bilingual Education, Dual Language, and English as a Second Language) available in New York City. The licensed ESL Teacher will then further explain and answer any questions parents may have regarding the different ELL programs. Following the video, parents will be asked to complete a Program Survey and Selection form and to select their program choice. The completed Program Selection forms will be on file in the ESL office and also be placed in the Student's cumulative folder. If a parent does not complete the Parent Survey and Selection form, several attempts will be made to contact the parent, if parent does not respond the default program is Transitional Bilingual Education (TBE). A list of such students will be maintained with parental contact information. If the number of parents within a language group is 15 or more on two contiguous grades, a bilingual class will be opened. Parents will be contacted and invited to participate in this program. Parents will also be given the opportunity to advise us in advance if they need translation services in the form of an interpreter for future meetings and/or events.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

A copy of all Entitlement (Entitlement, Continued Entitlement, Non Entitlement, and Non Entitlement/Transition) letters will be sent home. Copies will be maintained in a file in the ESL office and childrens cumulative folder for monitoring purposes. The same applies to HLIS forms and Parent Survey Selection forms. HLIS forms are completed and placed in each childs cumulative folders at the time of registration. Parents are informed of their child's initial placement by means of the initial placement and entitlement letters. These letters are sent home in both English and the native language. If a response is required and not received, we will have our translator call the parent at home. A full exchange of phone numbers will be completed between the school translator and the parents, and communication will be encouraged. At the start of the school year and ongoing, the ESL teacher and the bilingual supervising school-aide will keep a list of the parents who need translation services so that the school may provide these services to them. The ESL teacher will articulate with the classroom teacher to ensure that these parents are responding to letters, notices, and general communication. Parent survey and program selection forms are stored in the ESL Teachers office, as well as in each child's cumulative folder.

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.

Eligible ELL students are placed in an English as Second Language pull-out or push-in program according to the parent's choice, the classroom teacher, and program needs. Scheduling is developed in conjunction with the Principal, Classroom Teacher, and the ESL Teacher. Criteria used to determine ELL placement are the LAB-R and/or NYSITELL as well as the previous year's NYSESLAT scores. Communication in the native language is ensured by using translators in the schools and translation services provided by the Department of Education. Parent choice information in the ELPC screen in ATS is completed withing 20 days of enrollment, including the date of the LAB-R administration, whether the parent was provided with information about ELL programs, which program the parent chose, and in which program the student was placed.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs regardless of grade must take the NYSESLAT. First the Speaking is administered, followed by the Listening, Reading, and finally Writing.

6. 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.) 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. 

According to past Parent Survey and Program Selection forms, the trend in program choice reveals that parents are in favor of English as a Second Language at P.S. 245. For the 2013 - 2014 school year, 100% of parents have selected English as a Second Langage after viewing the Orientation Video and attending the parent meeting. At the present time, a freestanding English as a Second Langauge Push-in/Pull-out model is offered at P.S. 245. If enough parent Program Selection forms were to indicate a different program, every effort would be made to open a new program (Dual Language and/or Bilingual). If a parent chooses another program, every effort is made to find a suitable program and the parent would be given the opportunity to visit another program an make a final decision. Based on the completed Program Choice forms, the program model (English as a Second Language) is in alignment with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. The organization models include push-in, pull-out, and collaborative.
 - b. Mainstream classes are heterogeneously grouped in grade level configurations and ESL instruction is delivered through a combination pull-out/push-in model. Freestanding ESL students are taught English with native language support, where necessary. Pullout ESL students spend the majority of their day in an English-speaking classroom supplemented by English-focused instruction in a small group. The ESL teacher plans with the mainstream teacher to ensure content alignment.
2. 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)?

As mandated, all beginning and intermediate ELLs receive 360 minutes per week of ESL instruction by a certified ESL teacher. This is supplemented by the extended day program. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Advanced ELLs receive 180 minutes per week of ESL instruction as well as 180 minutes of ELA instruction. Transitional ELLs receive supportive instruction in the same manner.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

With the Push-In Model, the ESL the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The ESL teacher plans carefully with the general education teacher to ensure Common Core curricular alignment.

In the Pull-Out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Content area vocabulary is taught in conjunction with English acquisition. The ESL teacher plans carefully with the general education teachers to ensure Common Core curricular alignment.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Native Spanish students who are designated for ESL services take the Spanish LAB test. Through the use of the Spanish LAB results, language dominance is determined and, as such, the degree of native language support required is determined. Students may take the standardized math and science tests in their native language, as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students will be engaged in lessons that are directed around all four modalities of English acquisition: Reading, Writing, Listening, and Speaking. Students are evaluated monthly in all four modalities through comprehensive analysis by the ESL Teacher. This will be documented and kept in the ESL office. Depending on the student's proficiency level, the appropriate resources will be used to evaluate each modality; Listening, Writing Conventions, and Reading will be evaluated using multiple-choice items; Writing, using an open-ended direct writing assessment; and Speaking, using a performance test.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At the Present time, P.S. 245 has no SIFE students.

b. he program will target early

literacy skills, and the development of oral language proficiency. The instruction will meet the student's level. To start with, the alphabet and phonetic skills will be taught. A great deal of emphasis will be placed on listening and speaking so that the student will understand the basic sounds of the language. The four modalities will be addressed:

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

Listening: Initial Sounds, Picture Identification, Scenarios

Reading: Picture Identification, Picture Identification

b. For ELLs who have been in US school less than three years (newcomers) instructional materials that support the learning of

ELLs

will be utilized (ex. materials that are rich in visuals, and maps that include content from a multicultural world and focus on

English

language development.) Strong use of realia to demonstrate and explain. Language acquisition instruction is linked to content instruction in Social Studies, Science and Math and includes the use of illustrated word walls. The Science and Art Teacher use illustrated word walls to emphasize content vocabulary. Teachers use illustrated Science and Technology Dictionaries and an Illustrated Math Dictionary. Native speakers, literate in their home language, use bilingual dictionaries and trade books. One

More Story offers a children's illustrated and audio literature website.

c. ELL's with 4-6 years of service will receive instruction to reinforce their Reading and Writing skills. They are typically first generation Americans and speak fluent English, but speak another language at home. Instruction will encourage the

development

to improve their understanding of idiomatic phrases and other English expressions which may not come naturally to them. This is also developed through content area instruction and via articulation with mainstream teacher.

d. At the present time there are no long term ELL's at P.S. 245. Were there to be any long term ELL's, the program would emphasize writing, academic vocabulary and engagement. Students will be clustered in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated instruction. Students will be engaged in

explicit

language and literacy development across the curriculum.

e. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the

NYSESLAT.

Accommodations include:

1. Time extensions (i.e., time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);

4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. Written responses in the native language; and,
7. Third reading of listening selections (only for the State English Language Arts assessments).

7. 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?

ELL students with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist, ELLs meet high academic standards in becoming proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived ELLs and as such they need to be in separate groups from the newcomers. Long-term ELLs need to focus on literacy in English rather than on the development of oral language. Literacy in Content - such as Math, Science, and Social Studies - that focus simultaneously on content and literacy learning are areas of concern. For example, focus may be put on comparing and contrasting across content areas. Classroom teachers are prepared to teach language through content. Practice Books are used to strengthen reading and writing skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

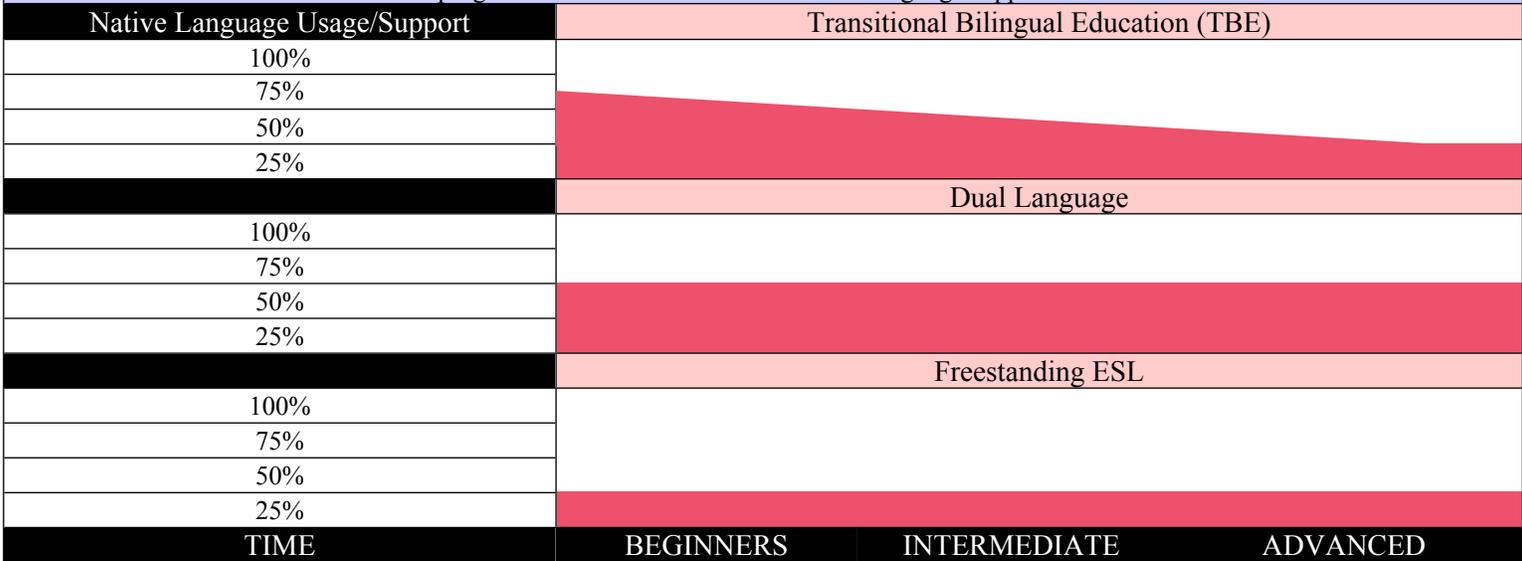
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- Some ELLs require supplemental services to achieve proficiency to meet the New York State Standards in language arts and mathematics. The New York State English Language Arts test results show that these learners are weak in the following literacy skills: finding the main idea, sequencing, drawing conclusions, and making inferences. Therefore, extended day activities held twice a week on Tuesdays and Thursdays from 2:35 - 3:25 p.m. emphasize academic vocabulary development, critical thinking, and writing skills. Preparing for the New York State English State Language Acquisition Test (NYSESLAT) is another important aspect of the program. math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as student participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations, and constructing arguments. The software program JIJI is designed to strengthen math reason skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is built on helping Beginning ELLs to build basic interpersonal communication skills so that they may actively participate within the school environment. Day-to-day vocabulary is emphasized and usually context embedded so that it may be meaningful. For ongoing ELLs, academic language acquisition and content area vocabulary within the classroom is scaffolded and introduced to help meet the needs of ELL students. Tools that help include realia, graphic organizers, and music. These tools are used to help ELLs build skills such as comparing, classifying, synthesizing, evaluating, and inferring.
11. What new programs or improvements will be considered for the upcoming school year?
- P.S. 245 will have a Title 3 program that will be implemented, as well as an after school program following extended day Tuesdays and Thursdays.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are invited to participate in all programs offered at the school, including morning tutorials, after school enrichment, after school homework/recreation programs, trips, art performances, museum visits, and shows. All ELL's participate in the following: chorus.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional Materials and support include: rich visuals, maps, content from around the world (multi-cultural realia) used to demonstrate and explain concepts that are abstract and difficult to understand, sheltered English for Science and Social Studies, graphic organized and scaffolding support, students work in dyads and triads, use of charts to break down content. Computer programs include "RAZ Kids" and "One More Story", both which offer trade books with captions and audio enhancement levels A-Z.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language instruction is delivered through bilingual dictionaries, bilingual glossaries, bilingual libraries and texts, magazines and newspapers, computer software, audio-tapes, and Scholastic News bilingual editions.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELLs receive the necessary appropriate and required support based on their age and grade level
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We do not currently have any programs.
18. What language electives are offered to ELLs?
- Not applicable.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel is encouraged to attend Professional Development courses, as well as QTEL training and OELL workshops throughout the year.

October 2013: Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators

November 2013 : Unpacking NYSESLAT: Instructional Implications for ELLs, UFT TC

ELL District Coordinator Meetings with Dorothy Werner: September 2013, December 2013, January 2014, March 2014, June 2014.

2. Professional Development is provided for all personnel who work with ELLs, including paraprofessionals, guidance counselors, psychologists, speech therapists, librarians, coaches, secretarites, and the Parent Coordinator. Professional Development is offered as part of the bi-weekly planning sessions with an AUSSIE constultant, as well as the ELL workshops conducted to meet the mandated training for mainstream teachers and special education teachers. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling. Staff is also encouraged to attend QTEL training and OELL workshops throughout the year.

3.

4.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to attend class with their children, PS 245 will be participating in a "Family as Learners" plan. Families will be invited to visit their child's classroom to see the strategies that are taught to the students. At the completion of classroom visits, parents will be invited to attend a workshop on the Common Core Standards. ELL parents are invited to participate class trips, and volunteer to assist with special events such as the Unity Walk and the Penny Harvest Drive. There are parent meetings which take place throughout the school year. In September and October there are Orientation meetings for ELL parents to introduce them to the school, the curriculum and other extracurricular events. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed.
 2. All notices of district/city workshops are disseminated to ELL parents.
 3. Parent needs are determined through contact at Parent Orientation Meetings, Parent Association Meetings, and Teacher Conferences. These needs are passed along to the principal and ideas are presented to the committee for consideration.
 4. The ESL teacher consults with ELL parents during Parent-Teacher meetings, as well as throughout the school to ensure that parental involvement activities are not only understood but also addresses the needs of the parents. Parents receive notifications in their home language and are given the opportunity to advise us in advance if they need translation services in the form of an interpreter for meetings or events. Translation and interpretation services are provided in-house to address parental language needs. The Services of the Department of Education are utilized in the event that an in-house staff member may not be present. The ESL teacher regularly consults with teachers and the office staff to ascertain whether parents are returning letters, notices, and other communications that have been sent home.

ESL and other teachers conduct informal interview in native language and English based on the Home Language Questionnaire. When student is entitled for the ESL program The ESL teacher (Ms. Hashimi) invites the parents for an orientation meeting. During this time we inform the parents about the programs and choices they can select for their children. We also welcome parents to join our school trips that align with the grade curriculums. We will invite parents to school performances. Parents will receive native translated letters to inform them to the meetings and celebrate with their children. Open school week, parent-teacher conferences and PTA meetings allow the parents to see how their children are progressing academically. In addition, Parents and students are welcome to use electronic or regular native language dictionaries and books.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS 245

School DBN: 22K245

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Williams	Principal		11/13/13
N/A	Assistant Principal		11/13/13
Lynette Bradshaw	Parent Coordinator		11/13/13
Mariam Hashimi	ESL Teacher		11/13/13
Earl Terrill	Parent		11/13/13
	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		11/13/13
Maura Kahn	Coach		11/13/13
	Coach		11/13/13
Karen Bagnini	Guidance Counselor		11/13/13
	Network Leader		11/13/13
Nilsa Grandel	Other <u>Spanish Translator</u>		11/13/13
	Other		11/13/13
	Other		11/13/13
	Other		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K245

School Name: P.S.245

Cluster: _____

Network: CFN531

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Written documents and information are translated in-house for immediate use. Department of Education translation services are used for translations, as well as the translation abilities of the school staff.

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

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

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

Parents receive notifications in their home language and are given the opportunity to advise us in advance if they need translation services in the form of an interpreter for meetings or events. Translation and interpretation services are provided in-house to address parental language needs. The Services of the Department of Education are utilized in the event that an in-house staff member may not be present. The ESL teacher regularly consults with teachers and the office staff to ascertain whether parents are returning letters, notices, and other communications that have been sent home.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: PS 245	DBN: 22K245
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: PS 245 will provide an after school academic program for our ELL students to support and prepare the students for the upcoming 2014 NYS ELA and Math exams and Common Core Learning Standards. ELL students in grade 2 will receive academic instruction that is tailored to meet the demands of the Common Core Learning Standards.

Subgroups: Our ELL students in grades 2-5 will be invited to attend the after school program

Schedule and Duration: The program will be held on Mondays from 2:40 PM-4:40 PM for 10 weeks beginning February 3, 2014 through April 28, 2014

Language of Instruction: English

and types of certified teachers: There will be a total of 5 teachers for the program; 4 content area teachers (1 per grade) and 1 certified ESL teacher

Types of material: NY Ready CCLS Practice and Instruction Student Books in ELA and Math

Part C: Professional Development

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

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

Begin description here:

Rationale: Teachers will receive professional development in literacy and math on strategies and techniques to best support the ELL students

Teachers to receive training: all content area teachers providing instruction to students will receive professional development

Schedule and Duration: Teachers will receive 4 hours of professional development prior to the beginning of the program on January 13, 2014 and January 27, 2014.

Topics to be covered: CCLS, meeting the needs of individual students,

Part C: Professional Development

Name of Provider: ESL teacher, Ms. Hashimi

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: PS 245 will provide workshops to parents on the CCLS and the strategies that are taught at school. By doing this, we hope to encourage parents to be active participants in their child's education and provide them with the best practices and strategies taught at school that can be reinforced at home. Parents will also be provided with translation services.

Schedule and Duration: Ongoing throughout the 2013-2014 school year

Topics to be Covered: CCLS, Reading and Math Strategies

Name of Provider: Ms. Hashimi and Ms. Grandel

How will parents be notified of these activities: letters and via school messenger

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		