



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 45Q THE CLARENCE E. WITHERSPOON SCHOOL

DBN (i.e. 01M001): 27Q045

Principal: SAMANTHA SEVERIN

Principal Email: SSEVERIN2@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD BEY

Network Leader: JEAN MCKEON

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
Samantha Severin	*Principal or Designee	
Wayne Greenberg	*UFT Chapter Leader or Designee	
Paula McCourtesy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Donna Kennedy	Member/ Teacher	
Loucita St Phar	Member/ Teacher	
Cathy Gomillion	Member/ Parent Coordinator	
Shauntina Kerrison	Member/ Assistant Principal	
Edwidge Duval	Member/ Parent	
Tabitha Crayton	Member/ Parent	
Jennifer Clemenson	Member/ Parent	
Gitina Robertson	Member/ Parent	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, there will be a 3% increase in the number of students achieving at or above proficiency level, as measured by performance on the 2013 – 2014 New York State English Language Arts Exam

Comprehensive Needs Assessment

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

A review of our 2012 – 2013 New York State English Language Arts results indicated that 25.7% of our students performed at proficiency (attaining Levels 3 & 4). This indicates a 23% decrease in the number of students performing at proficiency from the previous school year (2011-2012).

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. After School Program targeting students who performed at Level 1 or Level 2 on the 2012 – 2013 NYS ELA Exam
2. Extended Day Programming in ELA targeting students who are reading below grade level and/or performed at Level 1 or Level 2 on the 2012 – 2013 NYS ELA Exam

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

Principal, Assistant Principal, LEAP Apprentice, Classroom & Enrichment Teachers

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

1. Review of student assessment data - Reading Level Benchmark and progress monitoring data), School Net Benchmark Assessment Data, Conference Notes, Skills Checklists.
2. Review of student assessment data –Reading Level Benchmark and progress monitoring data, School Net Benchmark Assessment Data, Conference Notes, Skills Checklists.

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

1. October 2013 – June 2014
2. October 2013 – June 2014

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

1. New York Ready ELA Exam Preparation Materials, Ready Gen Vertical Standards Map, Common Core Aligned texts
2. Reading Streets Grade Level Materials, New York Ready ELA Exam Preparation Materials, Ready Gen Vertical Standards Map, Common Core Aligned Fiction & Non Fiction Texts

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).

Parent Workshops with a focus on the ELA Common Core Learning Standards – grade level specific.

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	X	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 #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, there will be a 3% increase in the number of students achieving at or above proficiency level as measured by student performance on the 2013 – 2014 New

York State Math Exam.

Comprehensive Needs Assessment

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

A review of our 2012 – 2013 New York State Math Exam results indicated that 30% of our students performed at proficiency (attaining Levels 3 & 4). This indicates a 36.5% decrease in the number of students performing at proficiency from the previous school year (2011-2012).

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. After School Program targeting students who performed at Level 1 or Level 2 on the 2012 – 2013 NYS Math Exam.
2. Extended day programming for students performing below grade level and/or who performed at Level 1 or Level 2 on the 2012 – 2013 NYS Math Exam

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

1. Principal, Assistant Principal, LEAP Apprentice, Classroom & Enrichment Teachers

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

1. Review of student assessment data - School Net Benchmark Assessment Data, Conference Notes, Skills Checklists, Go Math & CMP3 Unit Assessment and Progress Monitoring data.
2. Review of student assessment data - School Net Benchmark Assessment Data, Conference Notes, Skills Checklists, Go Math & CMP3 Unit Assessment and Progress Monitoring data

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

3. October 2013 – June 2014
1. October 2013 – June 2014

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

1. Go Math RTI Materials, Exemplars Program Materials, Common Core Aligned Task Materials
2. Go Math RTI Materials, Exemplars Program Materials, Common Core Aligned Task Materials

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).

Parent Workshops with a focus on the Math Common Core Learning Standards – grade level specific.

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	X	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 #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 all teachers of Grades Kindergarten – Grade 6 will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teacher as evidenced by Short Frequent Observations, lesson plans and performance tasks.

Comprehensive Needs Assessment

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

A review of our 2012 – 2013 short frequent cycles of observation and NYS ELA & Math assessment data indicates a need to focus attention on the relationship between teacher's instructional practice and student outcomes. An increased focus on improving daily classroom instructional practice will impact student outcomes as measured by formative and summative student assessment data in ELA and Math.

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. Professional development for staff on Danielson Rubric, UDL training, lesson study and curriculum mapping to support increased rigorous instructional practices.

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

1. Principal, Assistant Principal, LEAP Apprentice, Classroom and Enrichment Teachers

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

1. Review of SFO and Formal Observation data collected and feedback provided. Review of ADVANCE data, student work samples and teacher team work to assess student outcomes as they relate to effective teaching practices. Engage in lesson study work across grade levels with a particular focus on Grade 5.

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

1. September 2013 – June 2014

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

1. Ongoing professional development on Danielson's Framework for Teaching. Individual teacher team meetings around Danielson that includes ongoing feedback on practices and design of actionable next steps. Utilization of ARIS Learn, Danielson Rubric and various web-based resources.

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).

Parent workshops around the CCLS and Danielson's Framework for Teaching.

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	X	Title IA	Title IIA	Title III	X	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
----------	----------	-----------	-----------	-----------	--------

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
----------	----------	-----------	-----------	-----------	--------

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	Close Reading, Strategy Group Instruction, Guided Reading	Small group, one-to-one, tutoring	Extended Day Program, After School Program, during the school day,
Mathematics	Strategy Group Instruction, Guided Instruction	Small group, one-to-one, tutoring	Extended Day Program, After School Program, during the school day
Science	Close Reading, Guided Instruction	Small Group, one-to-one, tutoring	During the school day
Social Studies	Close Reading, Guided Instruction	Small Group, one-to-one, tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk counseling, lunch groups, clubs	Small Group, one-to-one	During the school day

**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.
<ul style="list-style-type: none"> • All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations. • Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support struggling and un-qualified teachers. • The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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).
<ul style="list-style-type: none"> • Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. • Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. • Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

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.).
<ul style="list-style-type: none"> • School ensures all conceptionally consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs. • Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing. •

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.).
<ul style="list-style-type: none"> • School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education. • School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs. • School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.

- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

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;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 27	Borough Queens	School Number 045
School Name The Clarence E. Witherspoon School		

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 Samantha Severin	Assistant Principal Shauntina Kerrison
Coach N/A	Coach N/A
ESL Teacher Silvia Solano	Guidance Counselor Jeanette Mejias
Teacher/Subject Area Nicole Brennan/ 5th Grade	Parent Tabitha Crayton
Teacher/Subject Area Donna Kennedy/ 4th Grade	Parent Coordinator Cathy Gomillion
Related Service Provider Jillian Gorelick	Other N/A
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	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

teaching in a bilingual program		teachers		certification	
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)	432	Total number of ELLs	23	ELLs as share of total student population (%)	5.32%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This 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
 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Push-In	1	1	1	1	1	1	1							7
SELECT ONE														0
Total	1	0	0	0	0	0	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	16	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	1	0	0	0	0	0	0	0
ESL	7	0	0	16	0	0	0	0	0	23
Total	7	0	1	16	0	0	0	0	0	23

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
Spanish														0
Bengali														0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

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

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)	3													3
Intermediate(I)	0													0
Advanced (A)	0	2												2
Total	3	2	0	5										

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													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4		3			3
5		4			4
6		4			4
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	2								2
4	2								2
5	2								2
6	1	3							4
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					4				4
8									0

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

- 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.
PS 45Q utilizes the TCRWP to assess the early literacy skills of our ELLS. A majority of our English Language Learners are performing 1 – 2 grade levels below grade levels standards in reading. Small group instruction and guided reading sessions are provided daily to all English Language Learners.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking at our data from NYS ELA, NYSESLAT, ACUITY and TC Reading Assessment, we have noticed that our ELL population is stable tends and to fair better on standardized assessments. The area of difficulty experienced as proven by the data seems to be in listening and writing.
- 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](#))
In order to support this area, our ESL teacher uses the balanced literacy model for her instruction. She follows the instructional schedule of our school and provides the children with support in this area. The development of a monthly writing genre is her focus for instruction. Also, the results of all assessments are discussed at grade level data meetings which support our ELL population
Native language is supported by insuring that all ELLs have equal access. Technology supports their learning and language acquisition needs. Support is also given using dictionaries and small group instruction
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 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](#).)
Our school uses a wide range of data to guide instruction for ELLs within RTI (for grades K – 6) including TC Running Records, Ready Gen Module Assessments and Go Math Unit Assessments. Data is reviewed to ensure that we understand students' characteristics as learners and to ensure that we view their status as language learners as an asset to draw upon as well as a dynamic developmental process that is inextricably tied to learning opportunities. Data is utilized to guided the development and implementation of tiered instructional practices ranging from core instruction to intense intervention.
- How do you make sure that a child's second language development is considered in instructional decisions?
We ensure that a child's second language development is considered in instructional decisions by providing

the students with high interest instructional resources that provide an opportunity for the student to make meaningful connections.

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?

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

We evaluate the success of our ELL program by reviewing assessment data specific to our ELL population (NYSELAT) and other data points (Reading Level, Unit Assessment data, etc) to measure progress across a number of academic areas. In this way, we can note areas of focus.

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](#).) All students at P. S. 45 are required by law to have a completed HLIS on file. Based on this information, it is determined whether a child should receive English as a Second Language Services. Using the ratio determined by the DOE, the certified ESL teacher then conducts an informal interview with the child in order to screen them correctly. Next, the testing history is reviewed for each new child and the ESL teacher determines if the LAB-R needs to be administered and the results are used to place the child at the correct level of instruction.

In addition, when registering, parents will participate in an oral interview to determine if the child has ever had instruction in English.. The Lab-R will be administered within ten business days of the official student registration.. These documents will be housed in the student cumulative record folder.

After a review of Home Language Surveys and entitlement is explained to the parents students are placed into a group according to ability and federal mandates are followed. We have seen the trend for parents to select free standing ESL services over bilingual. They desire their children to acclimate to the language and do well.

Once a child has been identified as needing ESL services, parents are notified via an entitlement letter and a description of the program. Parents will then be asked to participate in an orientation that describes the programs and the services available. Parents will be given the brochure provided by DOE to that explains

ESL programs. Accommodations will be made for parents needing translation services. Staff will be used to provide translation at the school level when possible. In the event that this service can't be given, ESL teacher will arrange for DOE translation services.

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

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.
A parent meeting is held for all parents of identified ELL students at the beginning of the school year (as needed throughout the year). The ESL service provider and support staff review all three program choices with parents and describe the services offered at PS 45Q (push in and pull out ESL)
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].)
Distributed entitlement letters and parent survey selections forms are distributed, returned and secured/stored by our ELL service provider.
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.
Once a child has been identified as needing ESL services, parents are notified via an entitlement letter and a description of the program. Parents will then be asked to participate in an orientation that describes the programs and the services available. Parents will be given the brochure provided by DOE to that explains ESL programs. Accommodations will be made for parents needing translation services. Staff will be used to provide translation at the school level when possible. In the event that this service can't be given, ESL teacher will arrange for DOE translation services.

At P. S. 45, we offer free standing ESL. If there is desire for another program; parents are advised of the resources available to them. They will be advised to contact the office of student placement if they desire a bilingual or transitional ESL program. Special needs students who require bilingual services are provided interim and transitional ESL services as per their IEP. mandates.
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.
Our ESL provider works with our assessment coordinator to ensure that all sections of the New York State English as a Second Language Achievement Test is administered to all ELLs each year.
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. 
After reviewing the Parent Survey and Program selections forms for the past few years the trend in program choices that parents has requested has been free standing ESL. The program models offered at our school is aligned 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 that are utilized are push-in (co-teaching) and pull out.
- b. The program models and homogeneous proficiency levels in one class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We utilize a .5 ESL service provider to ensure that the mandated number of instructional minutes as provided according to student proficiency levels in our free standing ESL program.

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.

Content area instruction is delivered in the free standing push-in and pull out model using a variety of instructional methods to make content comprehensible to students. The CCLS is utilized as a guide to ensure rigorous instruction in task development and rubric development across content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students who require assessment administration in their native language are provided mandated opportunities throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL service provider works with classroom and enrichment teachers to ensure that all four modalities of English acquisition are appropriately evaluated throughout the year.

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).

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

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

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

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

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

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

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

ELL students are encouraged to participate in PM Test Prep. This gives them the opportunity to practice test-taking strategies. The ELL teacher also provides additional at risk push-in services for students. In addition, ELL students who are experiencing difficulties receive AIS services from school level providers. In addition, ELLs are included in Academic Intervention Services when needed. Equal access is available to all.

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?

Daily instruction is supported utilizing a variety of UDL strategies to support instruction of grade level materials to ELLs and SWDs. This provides access to academic content and accelerated English language development.

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?

At P.S. 45, we have a freestanding ESL program for our ELL students. This program teaches English to students whose native language is not English. Skills of listening, speaking, reading, and writing are developed through the use of second language methodology. There are seven classes per day in ESL methodology. Language used for instruction is English; the number of students served in ESL is fifteen.

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

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

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

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

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

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

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

ELL students are encouraged to participate in PM Test Prep. This gives them the opportunity to practice

test-taking strategies. The ELL teacher also provides additional at risk push-in services for students. In addition, ELL students who are experiencing difficulties receive AIS services from school level providers. In addition, ELLs are included in Academic Intervention Services when needed. Equal access is available to all.

Courses Taught in Languages Other than English ⓘ

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

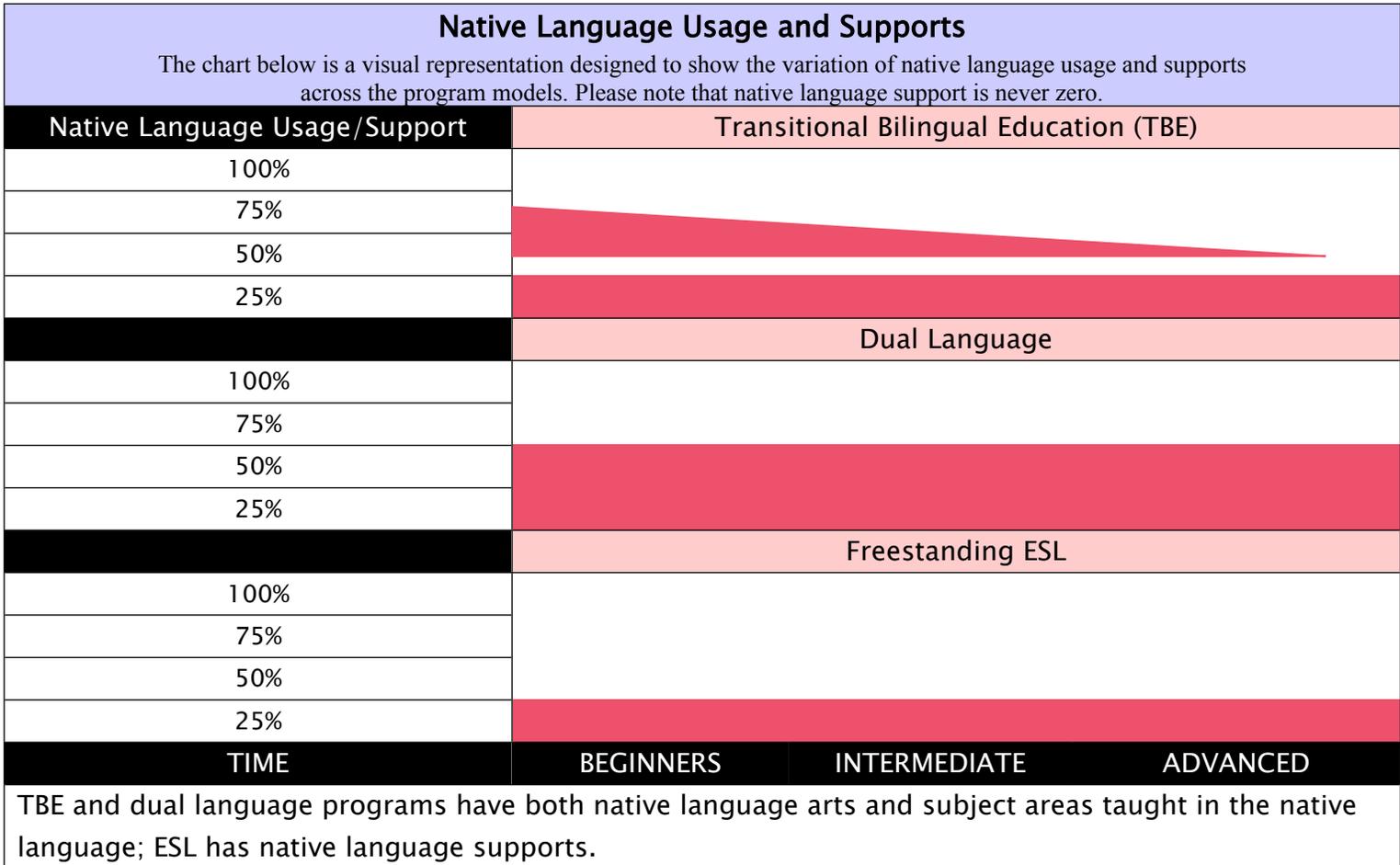
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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



B. Programming and Scheduling Information--Continued

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.
Targeted intervention programs for ELLs in ELA and Math are provided in the forms of push in academic intervention services (AIS), Extended Day programming and after school programming.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Data is being reviewed to determine the effectiveness of our current program and how it is meeting the needs of our ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
After school programming that targets ELLs specifically and utilizes UDL as a basis for planning.
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.
ESL support services are offered to all qualifying students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Technology is utilized to support ELL students across academic areas through Go Math programming.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Proficiency level and grade level are taken into consideration when planning instruction including UDL scaffolds to make the connection between proficiency level and grade level material for individual students.
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.
N/A
18. What language electives are offered to ELLs?
N/A
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)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

Native language support is provided to all students using support materials such as the internet, picture clues and dictionaries. Professional development is given to all staff by ESL teacher. This emphasizes strategies that are successful in the acquisition of English. General education teachers are provided 7 1/2 hours of in-service professional development. Special education teachers are given 10 hours of PD to support the needs of their children.

Teachers are made aware of the ELL identification process and the resources available to help them and the parents of ELLs. All staff is included in this professional development in order to support current and future ELL students.

Parent Coordinator also works as a liaison with staff to help support parent and ELL students. In addition, parent coordinator will assist in the arrangement of translation services for both parents and teachers in order to help clearly communicate the best methods for instruction.

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?

Periodically during the school year parent workshops are offered to parents of ELLs. At these trainings, parents receive information on standardized assessments, classroom activities and the school curriculum. In addition, parents also are referred to outside agencies for assistance by the parent coordinator and Spanish speaking family assistant

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 45Q

School DBN: 27Q45

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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