



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PS 45R THE JOHN TYLER SCHOOL

**DBN (i.e. 01M001):** 31R045

**Principal:** CHRISTINE CHAVEZ

**Principal Email:** CCHAVEZ3@SCHOOLS.NYC.GOV

**Superintendent:** JESSICA JENKINS

**Network Leader:** NEIL OPPROMALLA

**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
Christine Chavez	*Principal or Designee	
Nicole Vega	*UFT Chapter Leader or Designee	
Sandy Sims	*PA/PTA President or Designated Co-President	
Diane Graffeo	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ednita Lorenzo	CBO Representative, if applicable	
Jennifer Logan	Member/ CSA Representative	
Erin Jansky	Member/ Teacher	
Olta Minenna	Member/ Teacher	
Jeanmarie McInerney	Member/ Teacher	
Libby McPike	Member/ Guidance Counselor	
Jennifer Armitage Lawson	Member/ Parent	
Diana Allee Fulton	Member/ Parent	
India Blow	Member/ Parent	
Marie Bresowsky	Member/ Parent	
Suzanne Gordon	Member/ Parent	
Alice Matthias	Member/ Parent	
Alice Lee	Member/ Parent	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 5% increase in students who show an increase in their median growth percentile as measured by the 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.

Based on the 2013 NYS ELA performance for grades 4 – 5, the data showed a decrease in the median growth percentile of students who scored a Level 3. In looking deeper at the data, specifically the Item Skills Analysis, we noticed students scored lower on test questions that measured their understanding of Informational Texts. School wide there is a need to better address the students' ability to use text based evidence to support their answers and determining the main idea(s) of a text as well as explain how they can be supported with key details from the text.

#### Median Growth Percentile:

	2011 – 2012	2012 – 2013	Difference
Grade 4	67.0 %	53.0 %	-14%
Grade 5	76.0 %	61.0%	-15%

### 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

All students in grades K – 5, particularly grades 3 – 5 will be engaged in high quality instruction. The Teachers College Reading and Writing Project provides teachers with ambitious, researched based and common core aligned units of study that focus on the use of quality literature, higher order questioning by teachers and students and cognitively challenging reading and writing performance tasks. Teacher teams align these units of study and adjust them based on individual class and student needs. This year, teachers are focused on the goal of increasing students' use of text based evidence in both reading and informational texts through a variety of classroom activities.

1. The daily interactive read aloud promotes higher order thinking and group discussion about high quality literature and informational texts. Students are encouraged to facilitate the daily discussions with the teacher acting merely as a moderator. The teacher may pose a question that challenges students' prior thinking or one that creates a strong debate among students. Students are then encouraged to share their thoughts openly, using text based evidence to support their ideas.
2. The Morning Enrichment Program in English Language Arts was created in an effort to increase the performance of students who are meeting grade level standards. Students are homogenously grouped by skill level based on data obtained from the 2013 NYS ELA Item Skills Analysis as well as fall reading levels and performance assessment data. Students are placed in groups of 12 or less and teachers are targeting specific areas of need with an emphasis on using text based evidence to support ideas and theories.
3. The first round of Academic Intervention Services was provided to students who scored in the bottom third citywide on the 2013 NYS ELA Assessment. This intervention, provided by a trained reading specialist was provided to students in small groups of 6 or less for 20-30 minutes 2x per week. Targeted skills included identifying the main idea with supporting details, describing and understanding how the character's environment (including the setting) affects his/her motives and other skills needed based on September running record data. The second round of Academic Intervention Services will be provided to students approaching or just meeting grade level standards based on the 2013 ELA Assessment, current reading levels and performance data. The reading specialist will be pulling homogenous groups of students from different classes to focus on targeted skills in areas of need.
4. We are fortunate to have a staff member who devotes part of her time to staff development. This teacher is a reading specialist and provides ongoing support to both new and veteran teachers in literacy. She facilitates weekly inquiry studies on the shifts in ELA and turnkeys information from professional workshops, particularly those provided by Teachers College Reading and Writing Project.
5. PS 45 is a Marquis Studios Partnership School. For the past several years we have been privileged to have Interdisciplinary Art Residencies in grades K – 5. These arts residencies provide students with a hands-on approach to learning. Each grade is engaged in an arts program that is aligned to the Social Studies curriculum with attention to the CCLS for that grade. Students are cognitively challenged in creating individual, group or class projects. Students are required to use speaking and listening skills during the lessons. These skills transfer over to students' ability to read and understand literature as well as make real-world connections.

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Classroom teachers, AIS providers, IEP teacher, ESL teachers, Related Service Providers</li> <li>2. Classroom and Cluster Teachers, Ready NY CCLS by Curriculum Associates</li> <li>3. AIS/Staff Developer, AIS/Data Specialist, F-Status Personnel, IEP Teacher, Classroom teachers, SETSS teachers</li> <li>4. In-house staff developer, Teachers College Reading and Writing Project School, Network support, Talent Coach</li> <li>5. Partnership with Marquis Studios/Teaching Artists</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Pre/post assessments, conference notes, student work products, rubrics</li> <li>2. Pre/post assessments, conference notes, student work products, rubrics</li> <li>3. Running records, conference notes, data tracking, common planning time,</li> <li>4. Teacher feedback, student progress, pre/post assessment data</li> <li>5. Student and teacher surveys, student progress, pre/post assessment data</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 9, 2013 – June 26, 2014</li> <li>2. November 2013 – March 26, 2014</li> <li>3. Cycle 1: September 23, 2013 – December 1, 2013; Cycle 2: December 2, 2013 – April 1, 2014; April 2, 2014 – June 15, 2014</li> <li>4. Ongoing throughout the entire school year</li> <li>5. Cycle 1: September 2013 – December 2013; Cycle 2: December 2013 – February 2014; Cycle 3: April 2014 – June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Partnership with TCRWP provides on-going professional development, common planning time, daily read-aloud</li> <li>2. Before school 7:15 – 8:15 Wednesdays and Fridays; Ready New York CCLS by Curriculum Associates</li> <li>3. Guided Reading, Leveled Literacy, New Heights, Great Leaps, RAZ Kids, Foundations, Words Their Way, Wilson Reading, Orton Gillingham (K-1)</li> <li>4. Weekly common planning time, per-diem coverage for long term planning and professional development (on-site and off-site)</li> <li>5. Weekly visit by a Marquis Studio teaching artist</li> </ol>

**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).
<ul style="list-style-type: none"> <li>• Providing materials and training to help parents work with their children to improve their achievement level in literacy (TCRWP Parent Letters, Common Core Parent Resources)</li> <li>• Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (School Messenger phone system communicating weekly announcements to parents and attendance calls, Literacy Night, Read Aloud Morning)</li> <li>• Conduct parent workshops (read aloud morning bimonthly followed by a parent workshop given by the staff developer.</li> <li>• Providing assistance to parents in understanding City, State and Federal standards and assessments (PTA meetings, Parent-Teacher conferences, Data Specialist and Parent Coordinator.)</li> <li>• Establishing a parent resource center/area</li> <li>• Developing and distributing a school newsletter and website designed to keep parents informed about school activities and student progress (e-Chalk – school website for parents to retrieve class and school updates.)</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>Grants</b>
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, the percentage of students demonstrating proficiency of Level 3 or higher in Mathematics will increase 3 % as measured by the results of the 2014 NYS Mathematics Assessment.

### ***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 2013 NYS Math Assessment, there was a significant decrease in the number of students who demonstrated a proficiency level of 3 or higher. In looking at the Item Skills Analysis of the test we noticed students scored lower on questions that tested their understanding of Numbers and Operations – Fractions, Numbers and Operations in Base Ten, Measurement and Measurement and Data. This included both multiple choice questions and constructed response questions where a majority of students scored a zero. When comparing data on constructed response questions with the Spring Performance Math task data, we noticed a significant difference. As a result of these findings, teachers have revised the order in which certain topics in the Envision Math program are taught. For example, last year in 4<sup>th</sup> grade, Fractions were not taught until late March. This year fractions will be introduced earlier in the school year with the first fraction topic beginning in late December. Although the percentage of students who score a level 3 or 4 on the performance task might decrease this Spring, we are hoping that the data will be more indicative of the true performance level when compared to the data on the NYS assessment.

% of students scoring 3 & 4 on NYS MATH Assessment

	<b>2012 NYS Math</b>	<b>2013 NYS Math</b>
<b>Grade 3</b>	61.1%	28.8 %
<b>Grade 4</b>	69.1 %	31.6 %
<b>Grade 5</b>	64.7 %	34.3 %

% of students scoring 3 & 4 on the Common Core Aligned Spring Performance Task in Math

	<b>Spring 2013</b>	<b>Spring 2014</b>
Grade 3	62%	
Grade 4	61%	
Grade 5	64%	

### ***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. The Envision Math program is a researched –based, common core aligned math program that was adopted by the school in September of 2012. Unlike Everyday Math, this program is more coherent and focuses on fluency and a deep understanding of specific skills for each grade. The program includes a variety of web-based activities that can be utilized by the students both in school and at home. The program also offers performance tasks at the end of every unit. Students are expected to use the skills and strategies they've learned in the current unit as well as previous units to solve the tasks. The program also encourages students to think deeper and to understand **why** the strategies work; not just how to apply them when solving a problem.
2. Teachers are constantly monitoring student progress across topics and units, specifically focusing on the common core task of problem solving. The Envision Math program allows students to take topic tests and benchmark tests online and all staff members take advantage of this feature. After the test, teachers can see an item analysis as well as overall averages for each individual student. Students and parents can also monitor their progress and view test questions as well as instructional videos. This encourages students (and parents) to be more accountable for their work and to self-monitor their progress.
3. Students in the Extended Day program performed in the bottom 1/3 citywide on 2013 NYS Math Assessment (3-5) with additional students added based on their performance on the first few topics starting in September 2013. In grades K - 3, students who had an average of Level 1 (below 65) on Envision Math Topic Tests. During extended day, teachers are focused on increasing fluency in the basic operations as well as strengthening problem solving abilities.
4. Starting in late December, Academic Intervention Services using the push in model will begin. Students in 4<sup>th</sup> and 5<sup>th</sup> grade who performed in the 2.3 – 3.3 range on the 2013 NYS Math assessment were targeted for these services. The data specialist/math liaison will push into classrooms during the math block and provide small group instruction based on student need. Students who performed at the lower end of the target range will receive support with the work provided to the students for

that day while students who performed at the higher end of the target range will receive more challenging activities based on the current topic. These activities will include problem solving with an emphasis on higher order thinking skills and using mathematical language in the explanations.

5. PS 45 is a Marquis Studios Partnership School. For the past several years we have been privileged to have Interdisciplinary Art Residencies in grades K – 5. These arts residencies provide students with a hands-on approach to learning. Each grade is engaged in an arts program that is aligned to the Social Studies curriculum with attention to the CCLS for that grade. Students are cognitively challenged in creating individual, group or class projects. Projects for each grade require students to also use mathematical skills and knowledge, thereby increasing students' awareness that a strong understanding and application of mathematical skills is necessary in the real world. Chess is a game that requires problem solving. Math requires problem solving, it makes good sense then to become a good problem solver means you'll do better in math. Chess requires a mental workout, thinking ahead, planning, being systematic, and determining the outcomes of certain moves. These skills transfer over to problem solving in math. Snactivities is a program offered through a partnership NY Cares. Students not only learn healthy eating habits, but they learn how to make recipes for healthy snacks. They practice measuring skills as well as increasing/decreasing ingredients in a recipe for a given number of people. These skills reinforce multiplication, division and problem solving skills in mathematics.

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

1. Classroom teachers, cluster teachers, AIS providers, IEP teacher,
2. Classroom teachers, data specialist, staff developers, Principal and Assistant Principal
3. Classroom teachers, cluster teachers, AIS providers, IEP teacher,
4. AIS/Data Specialist, F-Status Personnel
5. Partnership with Marquis Studios; Chess in the Schools, NY Cares - Snactivities

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

1. Pre/post topic assessments, conference notes, student work products, rubrics, Schoolnet (formerly Acuity) Baseline and Benchmark Assessments
2. Teacher created, common core aligned rubrics, common planning time
3. Fluency tracking, common planning time, informal and formal assessments
4. Conference notes, data tracking, common planning time
5. Student and teacher surveys, student progress, pre/post data

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

1. September 9, 2013 – June 26, 2014
2. One per topic September 2013 – June 2014
3. Tuesdays and Thursdays 2:40 – 3:30 p.m.
4. Cycle 1: December 9, 2013 – April 1, 2014; Cycle 2 April 2, 2014 – June 15, 2014
5. Art Residencies: Cycle 1: September 2013 – December 2013; Cycle 2: December 2013 – February 2014; Cycle 3: April 2014 – June 2014. Chess in the Schools: October 2013 – May 2014. NY Cares Snactivities: Cycle 1: October 2013 – December 2013; Cycle 2: May 2014 – June 2014

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

1. Based on teacher feedback, topics have been rearranged to better meet expectations of the Common Core NYS Assessments, , Staff created Math Continua (progression of skills across grades)
2. Weekly common planning time, staff developers, data tracking by data specialist, Envision Math performance tasks, Exemplars, teacher-created, Common Core aligned performance tasks
3. Math Steps, Envision Math Reteach/Remedial activities (paper & pencil, online), various software for interactive whiteboards, fluency sheets to improve speed and accuracy in the basic operations)
4. Math steps, Envision Math Reteach/Remedial activities (paper & pencil), Exemplars, teacher created, common-core aligned math tasks
5. Weekly visit by a Marquis Studio teaching artist; weekly after-school sessions with a member of Chess in the Schools volunteer. 6 weekly sessions with a parent volunteer from NY Cares.

**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).

- Conduct parent workshops (Math Morning bimonthly followed by a parent workshop provided by the data specialist/ math liaison)
- Providing materials and training to help parents work their children to improve their achievement level in math (Common Core parent resources, Envision Math family letters for each topic)
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (topic test results communicated to parents shortly after test administration, parent access to student activity on Envision Math website, School Messenger phone system communicating weekly announcements and attendance to parents.)
- Providing assistance to parents in understanding City, State and Federal standards and assessments (PTA meetings, Parent Teacher conferences, Data Specialist and Parent Coordinator)
- Maintaining a parent resource center/area
- Developing, maintaining and distributing a school newsletter and website designed to keep parents informed about school activities and student progress (e-Chalk – school website for parents to retrieve class and school updates.)

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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, 50% of the staff will be engaged in the Therapeutic Crisis Intervention (TCI) training. This training will provide the staff with the tools necessary to create a safe environment and inclusive culture that is conducive to student and adult learning. Students and staff will treat each other respectfully as evidenced by a 5% reduction in the total of Level 1 – 5 infractions reported in OORS.

**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.		
After reviewing data in the Online Occurrence Reporting System (OORS) and through collaborative discussions among staff members at grade level meetings and faculty conferences, the staff members at P.S. 45 have recognized a growing need for support when it comes to managing both classroom and common area discipline issues. Although the staff is familiar with the Discipline Code, we have realized that we need to provide the entire school community (staff and students) with strategies to promote positive student behavior as well as interventions that prevent situations from escalating from one level to another. We also recognized the need for staff and students to be more reflective of their choices and learn from each situation. Last year there were a total of 457 infractions reported in OORS with level 3 infractions accounting for nearly half. The TCI training teaches staff members the skills and strategies necessary to help and support students make better choices when it comes to behavior thereby reducing the number of infractions.		
	<b>September 2012 – June 2013</b>	<b>September 2013 – December 2013</b>
Level 1	18.38 % (84)	6.35 % (4)
Level 2	17.50 % (80)	26.98 % (17)
Level 3	48.36 % (221)	47.62 % (30)
Level 4	15.54 % (71)	17.46 % (11)
Level 5	.22 % (1)	1.58 % (1)
Total	100 % (457)	100 % (63)

**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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>

1. Positive Behavior Intervention Supports (PBIS) is a school-wide program that we have been using for several years. It took a while for the staff members to fully adopt the program and for it to start working but now all staff members have been trained and use the program and how it can be used to promote positive behavior. Students who display the desired positive behavior are awarded Eagle Dollars that they can save and redeem at our SOAR store. SOAR stands for Safe, Organized, Attitude, Respect. Students are expected to SOAR in all areas of the building including the school bus and schoolyard. Posters displaying how students can SOAR in different areas are displayed throughout the building and the PBIS team, which is comprised of staff members and students hold assemblies every month to showcase these positive behaviors. Every month each teacher selects one Student and one Citizen of the Month. These students receive an award and a prize at PTA meetings and special assemblies are held during school hours for other students to see who is being recognized for their hard work and outstanding citizenship. The PBIS program also provides teachers with the opportunity to document undesired behavior using a PBIS Referral form. When three or more forms are filled out for the same student, the student is then discussed at the next RTI/PPT team meeting.
2. Every week the RTI/PPT Team meets to discuss students who have been referred for further intervention when teacher provided interventions have shown little to no progress for at least six weeks. During this time, the team also reviews PBIS forms that have been submitted. The team looks for trends in these referrals; i.e. time and place of occurrence, possible triggers or motivations. The team then discusses interventions that can be implemented and provides the teacher (or staff member) with a recommendation form. Progress is monitored by the referring staff member, classroom teacher (if different), the guidance counselor and the rest of the RTI/PPT team. The team revisits the child in 4 – 6 weeks to evaluate the progress and determine if further intervention is necessary.
3. PS 45 is fortunate to have a partnership with the Wagner College Nursing program. As part of their coursework, the college students must work with a group of youths discussing self-esteem, positive behavioral choices and strategies for coping with difficult situations. These college students work with 5<sup>th</sup> grade students for six weeks in the fall. In the spring, a new group of college students come in and reinforce the skills and strategies learned during the fall session. These sessions are supervised by a Wagner Nursing department chairperson. During these sessions students are encouraged to discuss their feelings and how they would react in a given situation as well as how they should react in that given situation.
4. Professional Development around PBIS and TCI will be ongoing this year. Teachers new to the community are encouraged to learn about how PBIS works and how it can support their work in the classroom. Some teachers were trained in TCI in the spring and summer of 2013 and have been facilitating discussions about its school-wide implementation during the 2013 – 2014 school year. Staff members are also encouraged to seek out professional opportunities on their own through ARIS Learn or through professional readings such as Choice Words and Open Minds both by Peter H. Johnston.

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

1. Entire school staff
2. Guidance counselor, Principal and Assistant Principals, Social Worker, IEP teacher, Occupational Therapist and Data Specialist.
3. Guidance Counselor, classroom teachers, SOAR (PBIS) team of students,
4. Principal, Assistant Principals, Social Worker, Guidance Counselor, IEP teacher, Data Specialist, Occupational Therapist

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

1. Progress monitoring tracking of PBIS referrals, teacher anecdotes and OORS reports, professional conversations with fellow teachers, guidance counselor and administration.
2. Data tracking in SWIS (School-wide Information System) and OORS (Online Occurrence Reporting System) of time and place of occurrences and type of behavior, tracking and analysis of precipitating events and possible triggers or motivations behind behavior
3. Monitoring student progress based on feedback provided to classroom teacher, tracking of the number of referrals to RTI/PPT team.
4. Teacher feedback, student progress, tracking of the number of incidents recorded in OORS and PBIS referrals.

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

1. Ongoing from September 9 – 2013 – June 26, 2014 Monthly Assembly for Student and Citizen of the Month – during school and prior to PTA meetings
2. Ongoing on a weekly basis from September 2013 – June 2014
3. Meets once per week alternating K – 2 and 3 – 5, September 2013 – June 2014
4. Ongoing from September 2013 – June 2014 based on staff needs

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

1. School-wide reinforcement of positive behavior (Eagle Dollars), PBIS Assemblies, student enrichment SOAR team to promote and reinforce positive behavior, At-risk counseling services provided to students,
2. SWIS (PBIS Online data tracking), Tracking of OORS reports by Administration and Guidance Counselor
3. Weekly meeting of the team and progress monitoring, constant communication with classroom teacher & service providers
4. PBIS.org, PRIM manual, ARIS resources, TCI training

**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).

The link between families and Positive Behavior Intervention Supports is an important one. When families committed to making a difference and are meaningfully involved in the educational activities their children do better in schools. Families play an important part in their child's education and social development. The presence of parents in schools not only provides additional academic supports but also creates community and cultural connections. PS 45 strives to include parents in all decisions regarding programs and support services for the students of PS 45.

- Respect for All parent workshop
- Parent Workshop on PBIS
- PTA Meetings – Student and Citizen of the Month Assembly held prior to meeting
- SLT Meetings – Parents (and staff) voted on the use of funding to provide TCI training to the entire staff community.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
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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.

By June 2014, 20% of the current 4<sup>th</sup> grade students identified as performing in the bottom third citywide on the 2013 NYS ELA and Math Assessments will increase their performance to a level 2 on the 2014 NYS ELA and Math Assessments. By June 2014, 15% of the current 5<sup>th</sup> grade students identified as performing in the bottom third on the 2013 NYS Math Assessment and 20% of the current 5<sup>th</sup> grade students identified as performing in the bottom third on the NYS ELA Assessment will increase their performance to a level 2 on the 2014 Assessments respectively. These students have been identified from data in ARIS and their performance on the 2014 NYS Assessments will be compared to their performance on the 2013 NYS Assessments.

**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.

There are 5 students who scored in the bottom third on both the 2013 3<sup>rd</sup> Grade ELA and Math Assessment. These students are now in 4<sup>th</sup> grade and have been identified as needing extra support. They are currently receiving this support through the extended day program for math and AIS for ELA. Their scores on the 2014 NYS ELA and Math will be compared to last year to measure progress. There are 44 students who scored in the bottom third on the 4<sup>th</sup> grade 2013 ELA Assessment and 49 students who scored in the bottom third on the 4<sup>th</sup> grade 2013 Math Assessment. These students are now in 5<sup>th</sup> grade and have been identified as needing extra support. They are currently receiving this support through the extended day program in math and AIS for ELA. Their scores on the 2014 NYS ELA and Math will be compared to last year's score to measure progress. Names have been omitted to protect the privacy of these children.

	<b>2013 NYS ELA</b>	<b>2013 NYS Math</b>		<b>2014 NYS ELA</b>	<b>2014 NYS Math</b>
<b>Grade 3:</b>	<b>5 (specific students)</b>	<b>5 (specific students)</b>	<b>Grade 4:</b>		
<b>Grade 4:</b>	<b>44 (specific students)</b>	<b>49 (specific students)</b>	<b>Grade 5:</b>		

**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. Teachers provide differentiated instruction to all of their students throughout the school day. Teachers are required to write common-core aligned lesson plans that include opportunities for all students to take part in the lesson. Flexible grouping allows students to move fluidly between groups based on their current academic needs. A variety of approaches are utilized to ensure that all learners' needs are met. The use of technology is evident in every classroom and is used throughout the school day.
2. Students in the Extended Day program who performed in the bottom 1/3 citywide on 2013 NYS Math Assessment (3-5) with additional students added based on their

performance on the first few topics starting in September 2013. In grades K - 3, students who had an average of Level 1 (below 65) on Envision Math Topic Tests. During extended day, teachers are focused on increasing fluency in the basic operations as well as strengthening problem solving abilities. The fifth grade students are grouped homogenously and are working on skills that have been identified as needing additional support from the 2013 NYS Math Assessment Item Analysis.

3. Academic Intervention Services are provided to students who scored in the bottom third citywide on the 2013 NYS ELA Assessment. This intervention, provided by a trained reading specialist is provided to students in small groups of 6 or less for 20-30 minutes 2x per week. Targeted skills included identifying the main idea with supporting details, describing and understanding how the character's environment (including the setting) affects his/her motives and other skills needed based on September running record data.

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

1. Classroom teachers, cluster teachers, AIS teachers, IEP teacher, ESL teachers Related Service Providers, Paraprofessionals.
2. Classroom teachers, cluster teachers, IEP teacher, ESL teachers, Paraprofessionals
3. AIS Provider/Staff Developer, F-Status Personnel

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

1. Teachers will use pre/post assessment data, running records and conference notes to monitor student progress as well as the effectiveness of each strategy they are using. Teachers are also encouraged to meet with their grade level colleagues, immediate supervisor, the staff developer or data specialist to discuss effective lesson planning, student grouping, and data analysis. Teachers also have access to RAZ Kids, Schoolnet (Acuity) data and custom created assignments on Schoolnet. New Heights and Great Leaps (ELA and Math) are additional resources teachers can use. Many teachers have also purchased a variety of software that can be used on the interactive whiteboards for whole class and small group instruction. These programs can also be used by one child on a computer.
2. The teacher providing services in extended day is expected to communicate progress to the regular classroom teacher. Student work is expected to be kept in a folder with name and date. Computer work should also be saved. Both the classroom teacher and extended day teacher will continuously monitor the progress of students. Many teachers have also purchased a variety of software that can be used on the interactive whiteboards for whole class and small group instruction. These programs can also be used by one child on a computer.
3. Pre/post assessment data, conference notes, RAZ Kids, Schoolnet (Acuity) data and custom created assignments on Schoolnet will be used to evaluate the progress, effectiveness and impact of each activity or strategy being used. The AIS provider will communicate student progress to the classroom teacher, grade level supervisor as well as the RTI/PPT team when necessary.

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

1. Ongoing from September 2013 – June 2014
2. Ongoing from September 2013 – June 2014, 2x per week from 2:40 – 3:30 p.m.  
Cycle 1: September 2013 – December 2013 Cycle 2: December 2013 – April 2014 Cycle 3: April 2014 – June 2014.

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

1. Interactive whiteboards, document cameras, guided reading, small group and one-on-one instruction, Words Their Way, RAZ Kids, Vocabulet, Envision Math remedial and online activities
2. Math Steps, Envision Math Reteach/Remedial activities (paper & pencil, online), various software for interactive whiteboards, fluency sheets to improve speed and accuracy in the basic operations)
3. Students to be seen 2x weekly (in homogenous groups) by the AIS provider (Reading Specialist), various high quality children's literature, non-fiction books on a variety of topics, newspaper articles etc.

**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).

- Bi-monthly parent read aloud & math mornings
- Progress reports sent home
- Parent Teacher Conferences
- Potential Holdover meetings
- Parent online access to Envision Math in English and Spanish

**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	X	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.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Reading Volunteers</li> <li>• Wilson Reading</li> <li>• Foundations</li> <li>• New Heights</li> <li>• Guided Reading</li> <li>• Leveled Literacy Intervention</li> <li>• Words Their Way</li> <li>• Great Leaps</li> <li>• RAZ Kids</li> </ul>	One-to-one Small Group Small Group Small Group Small Group Small Group Small Group Small Group One-to-one	During the school day During the school day/after school
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Problem Solving Skills approach in relation to Envision Math/Exemplars</li> <li>• Envision Math Online Activities</li> <li>• Schoolnet Instructional Activities online</li> <li>• Great Leaps</li> </ul>	Small Group  One-on-one One-on –one  Small Group	During the school day  During the school day/after school During the school day/after school  During the school day
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science Lab to engage in differentiated experiments and small group instruction based on areas of need</li> </ul>	Small Group	During the school day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social Studies Core Curriculum allows for differentiated instruction for the themes of each grade</li> </ul>	Small Group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Positive Reinforcement Behavior Management System</li> <li>• Positive reinforcement of desired behaviors (bringing back homework, daily behavior notes, treating others with respect, volunteering, participating in activities.)</li> <li>• Peer mediation – Ad-hoc groups are assembled on a daily basis to diffuse situations that may have resulted in verbal or physical altercations.</li> </ul>	Small Group  Small Group  Small Group	During the school day  During the school day  During the school day

	<ul style="list-style-type: none"> <li>• Counseling: Bereavement, Divorce, Domestic Violence, Abuse</li> <li>• Weekly group discussions that center around current school-wide social issues that may affect subgroups of the student population</li> <li>• Anti-bullying- How to handle a bully strategies</li> </ul>	<p>Small Group</p> <p>Small Group</p> <p>Small Group</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p>
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**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

PS 45 attracts highly qualified teachers through the UFT process of Open Market Hiring where experienced, highly qualified teachers are able to post their resumes on the New York City Department of Education website to get a job in another school district/borough of New York City different from their school appointment district. PS 45 also recruits new teachers through an interview process and committee.

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

**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).

High quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents and other staff) to enable all children in the school to meet the State's student academic standards. Such professional development includes:

- Envision Math
- Teacher's College (on-site and Calendar days at Teacher's College)
- CFN 409 workshops (Principal, Assistant Principal, Instructional Leads)
- NCLB
- Special Education Study Groups
- Grade level meetings
- Faculty Conferences
- Instructional walkthroughs
- Therapeutic Crisis Intervention (TCI)
- Foundations
- Art and Music
- Dignity Ac, Anti-bullying, Respect for ALL
- Response to Intervention
- Ongoing technology professional development

### **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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Data Specialist will lead the RTI and PPT meetings (Tax Levy, Fair Student Funding and Title I). Academic Intervention Services will be provided by four teachers (ARRA, RTTT). Utilizing areas of expertise, AIS teachers are selected to service specific grades in order to support students in AIS. For example, staff developer supports students in grades 4 and 5 in reading comprehension AIS. Data Specialist supports students in grades 1 and 2 with phonics, fluency and decoding AIS. Our ELL's will supported in an after school program (Title III). Scheduling of special education service providers to provide service outside their classrooms (ICT teachers to provide services to SETTS students on the grade/Fair Student Funding, Tax Levy, and Title 1). Special programming considerations within the grade provide for academic supports.

### **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.).

- Turning 5 evaluations
- Kindergarten Orientation
- Open House for Pre-K Community Based Organization

#### **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.

- Grade leader meetings (cross grade)
- Analysis of pre/post assessment data
- Monthly grade meetings with administrative staff and data specialist
- Common planning time

### **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).



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*Jennifer Logan, Asst. Principal*  
*Kwesi Ndzibah, Asst. Principal, IA*

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to

schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents in asserting leadership in education for their children.
- 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 called the Messenger and utilizing e-Chalk, our school website which is 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**

Department of Education of the City of New York  
Public School 45  
The John Tyler School



*Christine Chavez, Principal*  
*Jennifer Logan, Asst. Principal*  
*Kwesi Ndzibah, Asst. Principal, IA*

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

### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, after school or evening
- 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 – this is done by a variety of messaging including paper notices distributed to students, the school website and the school-wide phone messaging service.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact – this is done at PTA meetings and SLT meetings as well as Title 1 meetings.
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information – this is done through letters sent home, parent access to online systems such as Envision Math and Schoolnet.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year – this is done at the beginning of the school year and given to new admits when they arrive.

*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 as well as attend classroom academic celebrations (e.g. writing celebrations, social studies unit project presentations etc.)
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Parent Math and Read Aloud Mornings, Respect for All Workshops, ELA and Math Test Workshops

*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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>045</b>
School Name <b>John Tyler</b>		

### 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 <b>Christine Chavez</b>	Assistant Principal <b>Jennifer Logan</b>
Coach <b>Maria Vaccaro</b>	Coach
ESL Teacher <b>Maria Perri</b>	Guidance Counselor <b>Libby McPike</b>
Teacher/Subject Area <b>Susan Scarpaty/1<sup>st</sup> Grade</b>	Parent <b>Miguel Cortez</b>
Teacher/Subject Area <b>Ana Kaleci/4<sup>th</sup> Grade</b>	Parent Coordinator <b>Maryann Poli</b>
Related Service Provider	Other <b>Jennifer Pannunzio-Data/AIS</b>
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>916</b>	Total number of ELLs	<b>66</b>	ELLs as share of total student population (%)	<b>7.21%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Push-In	1	1	1	1	1	1								6
Pull-out	1	1	1	1	1	1								6
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>12</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	20
SIFE	1	ELLs receiving service 4-6 years	13	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	58	1	13	10	0	6	1	0	1	69
Total	58	1	13	10	0	6	1	0	1	69

Number of ELLs who have an alternate placement paraprofessional: 5

### 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	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>0</b>													

\*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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	<b>0</b>																				

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	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	8	12	13	10	6	8								57
Chinese		1		1	1									3
Russian														0
Bengali														0
Urdu														0
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			3										4
<b>TOTAL</b>	9	13	14	14	7	9	0	0	0	0	0	0	0	66

## 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)		2	1	1	3	2								9

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)		4	4	2	2	2								15
Advanced (A)		7	9	11	2	5								34
Total	0	14	14	14	7	9	0	0	0	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	0	0	5
4	8	2	0	0	10
5	10	1	0	0	11
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	1	0	0	0	0	0	5
4	6	0	3	0	0	0	0	0	9
5	10	0	1	0	0	0	0	0	11
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

1. During the 2012-2013 school year, early literacy skills of our ELLs were assessed using parts of TCRWP, Concepts of Print and Running Records. For the 2013-2014 school year, early literacy skills of ELLs will be assessed by the use of TCRWP, Concepts of Print, Running Records and TCRWP Letter/Sound Recognition. The trends noted on the ELL data are that our ELLs need more support with letter sounds, blending of real and nonsense words, vocabulary and spelling. This information will help inform the school's instructional plan by providing a framework for what is needed during the word study portion of the reading block. Also for differentiation in the classroom, teachers of ELLs will support our K through 2nd grade classes by using Foundations and Words Their Way to further develop letter/sound correspondance, vocabulary and spelling. At the end of the 2012-2013 school year, as measured by TCRWP IRL, 5.8% of kindergarten ELLs, 30.7 % of first grade ELLs , and 23.07 % of second grade ELLs were at or above grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. Each year, student progress toward developing English language proficiency is measured using the LAB-R, ELL Interim Assessments and the NYSESLAT. For the 2013-2014 school year, these assessments reveal that 19% of our ELL students are beginners, 23% intermediate, and 58% are advanced; the majority of our beginners are in kindergarten and/or first grade and with each year of service, students progress to higher proficiency levels. This year's data reveals that 62.8% of all our ELLs in grades 2-5 are at the advanced level.

According to the data for LAB-R and NYSESLAT 2012-2013 school year, the ELL population decreases as the grade increases. It can also be noted that regardless of grade and proficiency, students score highest on the listening and speaking portion of the assessments. On the contrary, most students scored their lowest marks on the reading and writing part of the tests. Based on these results, instruction will be adjusted accordingly.

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](#))

3. At this time, the state has not provided the modalities for NYSESLAT. The RMNR report is not available as of January 10, 2014. In the past, we have used the NYSESLAT modality analysis to develop a curriculum that incorporates ESL methodologies such as Whole Language, Cooperative Learning and Total Physical Response to facilitate learning for ELLs. The use of specially designed language development programs such as Words Their Way and Amazing English will be continued.

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?

4 a. The data shows that although our ELLs did not fare as well on the ELA and Math exams this year, our native language speakers did not do as well as previous years themselves due to the rigor of the newly aligned exams to Common Core State Standards. For the NYS ELA exam, 31.5% of all tested students scored a 3 or above compared to 0% of our ELL population. For the NYS Math exam, 31.9% of all tested students scored a 3 or above compared to 0% of our ELL population. ESL teachers, classroom teachers, coaches and administration are meeting to plan instruction to better equip all our students to make gains on these exams.

b. With the results of the ELL periodic assessments, teachers are planning for targeted differentiated instruction in the classroom. From the periodic assessments, the school is learning that ELL's need more instruction in vocabulary (multiple word meanings) , inferencing, context clues and identifying details. Results of Periodic Assessment for ELLs are shared with the classroom teachers. The results on the ELL Periodic Assessments are generally in line with the results on the NYSESLAT; many of our students score higher on the Listening and Speaking and somewhat lower on the Reading and Writing sections. We will focus on areas that need improvement and will continue to provide rigorous learning and performance tasks to support higher achievement. Dependant on the results, future instruction is adjusted and may include a greater emphasis on reading and writing instruction. Focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension is added as well. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty.

c. Through the Periodic Assessments, we are able to plan instruction to better suit the needs of our students. We have learned that a greater emphasis needs to be placed on strenghtening our students' reading and writing skills. The ESL teacher uses pictures, posters,

maps, big books, realia, picture dictionaries, and multimedia support in order to make the content more comprehensible. We will continue the use of graphic organizers to improve reading comprehension and organize ideas for writing. Students will look for cognates to aid in decoding and meaning and vocabulary will be pre-taught. Importance will be placed on choosing teaching texts that make content more accessible to ELLs and teachers will scaffold academic language to support student's participation in the content areas. We will also continue to differentiate instruction in order to support student's prior knowledge, learning abilities, and language needs.

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](#).)

5. In using data to guide instruction for ELLs within the RtI framework, our school draws on multiple sources of information to understand if our students are struggling in the classroom. Using the RtI model, our intervention for instructional support is as follows:

Tier I- in the classroom, the teacher tailors instruction (6-9 weeks):

- small group
- one-on-one
- guided reading

Tier II- AIS (Academic Intervention services) (6-9weeks):

- targeted instruction and activities
- pull-out, small group (4-6 students), 30 minutes, 3 times per week

Tier III- After monitoring progress, noticing lack of response to effective, rigorous interventions:

- referral for evaluation with the School Assessment Team.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. To make sure a child's second language development is considered in instructional decisions, teachers (ESL, classroom, service providers) will collaborate to develop appropriate strategies to help the ELL student, and monitor student progress. Multiple methodologies are used to scaffold and support:

- connecting background knowledge to content
- use of cooperative learning strategies
- access to content area materials

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?

7. We currently do not have a dual language program at P.S. 45.

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

8. When evaluating the success of our programs for ELLs, P.S. 45 looks at students' progress and achievement. We ensure that ESL instructional services are aligned with the students' IEPs, NYS and Common Core Standards, and state and local requirements for the education of ELL-SWD students. We look closely at the NYSESLAT as it is an excellent indicator of English language development across the modalities of listening, speaking, reading and writing. This year's more rigorous and Common Core aligned NYSESLAT results indicate that :

- 3 of our students became proficient and tested out of the program
- 10 kindergarteners went from beginner to intermediate or advanced level
- 12 first grades moved from beginner to intermediate/advance
- 13 second graders and 4 third graders moved to another level or stayed the same
- 5 fourth graders moved from beginner/intermediate to advanced level; 3 students with IEPs remained the same

Students' ELA and State Math scores are reviewed using ARIS, Pearson, and Acuity. Assessment Pro for TCRWP is now being used as well to help us better evaluate the success of our ELL program. We also measure student progress using teacher pre- and post assessments to monitor concepts that were recently taught and student portfolios to reflect authentic activities that students have learned. Success of our programs would also include ELL students meeting AYP and performing at or above a level 3 on State exams or students making one year of progress on State exams.

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](#).)
  1. ELL students are first identified according to the information provided by the Home Language Identification Surveys (HLIS) completed at registration by parents/guardians. Registration for incoming kindergarten classes are scheduled by appointment by the school secretary and we have 2 licensed ESL teachers, Maria Perri and Jessica Romano and a data specialist pedagogue, Jennifer Pannunzio who are available during the registration process to assist parents in completing the HLIS. Our three trained pedagogues ensure that parents are given the survey in their native language and conduct student interviews. The ESL coordinator, Maria Perri, assists parents in completing the HLIS, conducts the informal oral student interview to initially determine language proficiency, and administers the LAB-R as needed. We also have bilingual pedagogues in the school, Olta Minenna and Anna Kaleci who speak Albanian and Omar Hassam who speaks Arabic and are available for translation if needed. Our ESL teacher, Maria Perri holds a bilingual extension in Spanish and is responsible for the administration of the Spanish LAB-R to entitled students to determine proficiency in the native language.

All eligible ELL students are administered the NYSESLAT annually by our two trained ESL teachers, Maria Perri and Jessica Romano. Students are evaluated individually for the speaking portion of the exam and tested in small groups for the listening, reading and writing sections. ESL teachers ensure that exams are secured, scored, and returned for processing as per state regulations.
2. 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.
  2. Here at P.S.45, we take many steps to ensure that all our parents understand the options available to them to aid their children in becoming English proficient. Once eligibility is determined by the LAB-R within the first 10 days of a student's enrollment at the school, parent outreach is conducted by our two ESL teachers who notify parents via entitlement letters sent home with the student. Parents are provided with an appointment date and time and must return a tear-off notice indicating their availability and consent to attend the orientation meeting. If a parent fails to respond, or does not attend the orientation, the ESL teachers contact the parents via telephone and explain their options. Within 20 days, parent outreach, orientation meeting and parent choice is completed. Data is then entered in ATS using the ELPC screen to document parent choice. Every consideration is made to make certain that parents make an educated choice in selecting a program for their child. Entitlement and placement letters are sent home with the students once the parent has selected a program.
3. 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](#)].)
  3. Within ten days of a child entering our school for the first time, parents are invited to a Parent Orientation where they are shown a video, in their native language that thoroughly explains the free-standing ESL, transitional bilingual and dual language programs. Translators are available for our Spanish, Albanian and Arabic speaking attendees and pamphlets in the native language are available as well. Staff and the Translation and Interpretation Unit of the Department of Education is used to ensure translators and translated materials are available for all native languages. Parent Survey and Program Selection forms are collected by the trained ESL pedagogues; copies are made and filed in the school ELL binder and originals are returned with the HLIS to the students' cumulative record. Program placement letters are sent home to parents to further inform them of their program choice and placement. All correspondence is documented and filed by the ESL teachers. ATS reports to determine NYSESLAT eligibility, such as the RLAT, RLER, and RMNR are used to distribute continued entitlement, new entitlement, transitional, and non-entitlement letters to parents. Reports are reviewed monthly to ensure all students are verified and accounted for. The ELPC is also carefully monitored and updated as needed.
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.
  4. At the orientation, parents are asked to complete the translated Parent Survey and Program Selection forms that ask parents to make an informed decision as to their child's placement in a language learning program. Parents have ample opportunity to view the informational video in their native language, read translated materials regarding program choices, and are free to ask questions

of school personnel. Parents are informed, through translators if needed, about the differences in programs and their availability, whether at our school or elsewhere. Once program selection is made, parents are informed verbally, in the native language, of the student's placement in our ESL program. Additionally, placement letters, again in the home language, are sent home within 2 days informing parents of the student's placement in the ESL program.

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.
  5. All eligible ELL students are administered the NYSESLAT annually by our two trained ESL teachers. ATS reports, such as RLAT and RLER, are used to determine which students are eligible for LAB-R and NYSESLAT testing. Students taking the NYSESLAT are evaluated individually for the speaking portion of the exam and tested in small groups for the listening, reading and writing sections. ESL teachers ensure that exams are secured, scored, and returned for processing as per state regulations.
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. [i](#)
  6. The ELL program implemented at P.S.45 is reflective of the choice made by parents on the Survey Selection forms. Careful review of these forms indicate that most parents prefer their children be placed in a free-standing ESL program. Of the 7 newly admitted students in Kindergarten, 5 parents chose ESL; 1 chose Dual Language and 1 elected TBE. The parents of our two new students in first grade, and two new admits in fourth grade, likewise, chose ESL for their children. In the 2011-2012 and 2012-2013 school years, ESL is the first choice on the majority of Selection Forms, even though the parents are made aware that other programs are available. For the 2010-2011 academic year, all of the parents of newly admitted kindergarten students chose ESL. The program model offered at P.S. 45 is much aligned with parent request. In Kindergarten and first grade, we have 27 students whose native language is Spanish. We understand that we have the numbers necessary to open a bilingual or dual language class; however, the ESL instructional model was the first choice for the majority of parents on the Program Selection Form. P.S. 45 is willing to open a bilingual or dual language program if so requested by parents. In the event that parents elect to open a Dual Language or Transitional Bilingual Education Program at P. S. 45, the school will conduct informational and planning sessions with parents, administration, and assorted school personnel to best plan for implementing a successful program. The LAP Team will continue to monitor further results for any changes.

## 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])?
    1. a. P.S. 45 provides a Free-Standing ESL Program using push-in and pull-out models. We are now able to service the majority of students at the advanced level exclusively with push-in service. The ESL Program uses meaningful and purposeful instructions where ELLs explore ideas and concepts at a pace that is reflective of their level of English proficiency. They engage in a Balanced Literacy approach that builds their academic, language and cultural experiences. The target population is approximately sixty-six students who are entitled based on the established cut-off scores of the LAB-R or NYSESLAT.
    - b. Students in the pull-out ESL program are grouped heterogeneously with mixed proficiency levels and grades. Our newly admitted students in the upper grades are often seen with students in lower grades to help accelerate basic language and phonetic skills not addressed in the upper grade classroom. A class group may consist of 2 consecutive grade levels with combined proficiency levels, i.e. Advanced kindergarten with Beginner first grade students.
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)?
    2. a. P.S. 45 has two licensed ESL teachers to ensure that the mandated number of instructional minutes are provided for our students in the ESL pull-out/push-in program. One teacher oversees the instruction of students in grades kindergarten, first, and second while the other provides for students in grades 3 through 5.
      - b. Beginner and Intermediate level students are serviced 8 times per week to meet the mandated 360 minutes of ESL instruction, while Advanced level students are serviced 4 times per week for 180 minutes of service by each teacher. Our program allows for 6 push-in sessions and 6 pull-out sessions to occur in grades K through 5 each week. ELA instruction is included in the 360/180 minutes using ESL methodologies to foster competency in the four modalities of listening, speaking, reading and writing.
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.
  3. Instruction for beginner language learners includes the four skills of listening, speaking, reading and writing and are included in daily ELA instruction. Heterogenous, small group instruction includes ESL methodologies in a Balanced Literacy approach which consists of independent, shared and guided reading, literacy centers, leveled classroom libraries, literature circles, writer's workshop, interactive read aloud and word study. The ESL teachers provide instruction using the Sheltered English approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers adapt lesson delivery to suit English proficiency levels with learning activities that connect new content to students' prior knowledge, allow collaboration among students, and offer ELLs the grade-level content instruction of their English-speaking peers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. Our ESL teacher, Maria Perri, also holds a bilingual extension in Spanish and is able to appropriately evaluate students in their native language using the Spanish Lab-R and Fountas & Pinnell's Sistema de Evaluacion de la Lectura, a comprehensive assessment that determines instructional and independent reading levels. Our other bilingual teachers are able to conduct informal assessments to our Albanian and Arabic students to determine fluency and proficiency in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. Throughout the year we will ensure ELLs are appropriately evaluated in all four modalities of English acquisition through the use of both formal and informal assessments and observations. Students in the upper grades will be assessed using the ELL Periodic Assessment each fall. The use of pre and post assessments of TCRWP in units throughout the year will be used in grades

K-5. Pre and post assessments occur approximately every 4-6 weeks as new instructional units are begun. We also use running records and Pearson's baseline and benchmarks assessments to monitor progress. Informal observations will be used by classroom teachers and ESL teachers who will collaborate to best plan instruction.

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).

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

a. There is currently one SIFE student at P.S. 45. She has been integrated into the various programs offered here including AIS, After School Homework Help, Reading Recovery, and Wilson. PS 45 uses TC Reading and Writing Curriculum and Assessments, EnVisions Math, and Social Studies and Science materials aligned to the Common Core State Standards to immerse our SIFE student in content area learning. Additionally, Saturday/Winter Recess/Summer School sessions are offered. After School Test Prep and ESL enrichment ensure our SIFE student is offered additional support so she may achieve academic gains.

b. Newcomer students and students who now require ELA testing after one year will be immersed in programs designed to help our ELL population assimilate into the mainstream at P.S.45. Students and parents are invited to orientation workshops, international and literacy nights are held, and students are paired with reading buddies to facilitate learning. After proper assessment with the LAB-R, TCRWP, and running records (Grades K-5), the ESL and classroom teachers will set up a program to support these students with cognitive development and core academic skills.

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

d. P.S. 45 currently does not have any long-term ELLs.

e. Former ELLs who have tested proficient will continue to be supported. During State exams, former ELLs will continue to receive extended time and small group accommodations. Any former ELL who may be struggling in math will be supported in extended day programs. Likewise, any former ELL struggling in reading will be supported through AIS. All former ELLs are included and encouraged to participate in all additional programs offered at the school.

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?

7. There are currently 12 ELL students in the Special Education classes at P.S. 45. Additionally, there are 6 ELLs with IEPs in the ICT classes on grades kindergarten, one, three, and four. All ELL-SWDs are identified and provided with the appropriate services. In supporting our special needs population, classroom teachers provide language support through the use of bilingual dictionaries and glossaries. ESL strategies such as activating prior knowledge and the use of graphic organizers help facilitate learning. Teachers also integrate specific vocabulary instruction (review of key terms), contextualize learning – using manipulatives, visuals, etc. and maximize opportunities for language use through extended responses, student to student interaction, and extensive language use.

All staff is appropriately trained and collaborates with the IEP teacher to closely monitor progress of students. Students whose IEP mandates bilingual instruction have been provided with a bilingual paraprofessional who remains with students at all times to provide native language support.

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?

8. In order to meet the diverse needs of our students, their progress will be closely monitored with the collaboration of the ICT, ESL and content area teachers who frequently meet to plan curricular alignment and effective practices. Our flexible programming ensures ELL-SWDs spend instructional time with non-disabled peers. Our push-in/pull-out model maximizes the time our ELLs remain with their non-disabled peers yet are fully supported by their ESL teachers. Professional Development is offered to teach ESL strategies special education educators can use and NYSESLAT samplers are provided to familiarize both teacher and student with the exam. We have a Pupil Personnel Committee that carefully tracks the progress and programs

available to these students. In the past, we have had ESL students who were referred to the School Assessment Team for evaluation to determine if the alternate placement in Special Education was appropriate. The LAP team works in harmony with the PPC to achieve these goals.

**Courses Taught in Languages Other than English **

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

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

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

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

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

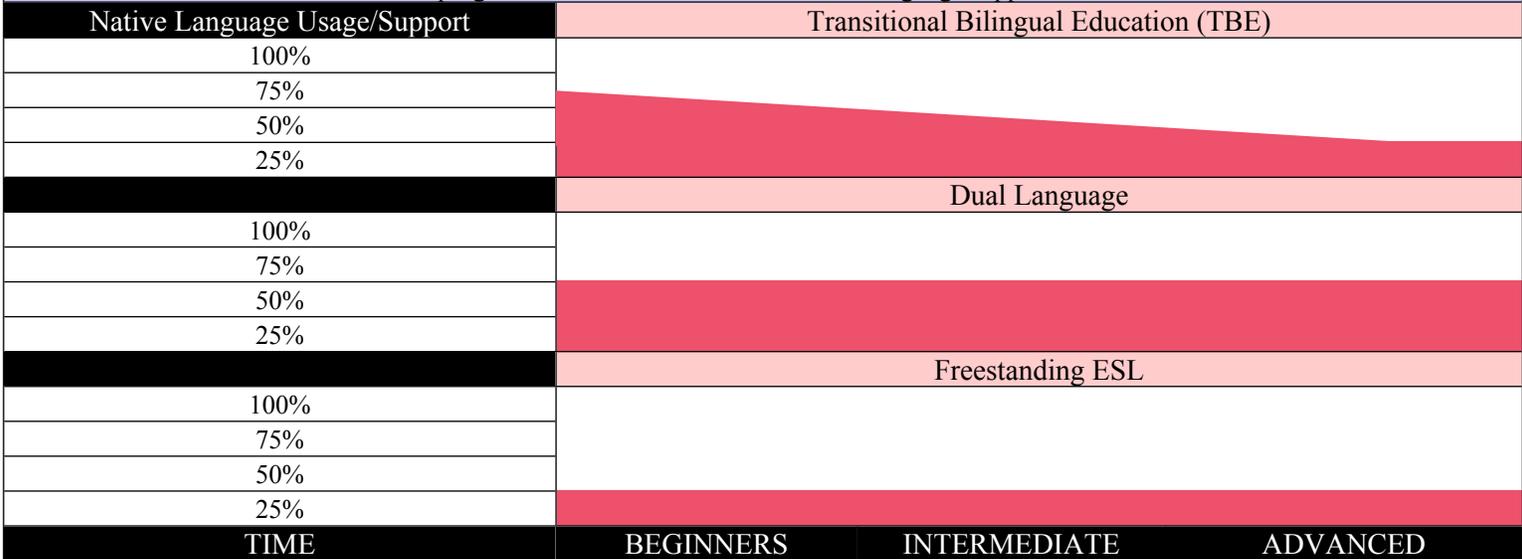
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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.

9. Current strategies for improving instruction includes the implementation of a Balanced Literacy approach which consists of independent and paired reading, shared reading, guided reading, literacy centers, leveled classroom libraries, Writer's Workshop, interactive read aloud, word study and teacher/student reading and writing conferences. This approach will continue in the 2013-2014 school year and will continue to be implemented during a 90-minute literacy block. PS 45 has implemented various intervention programs for ELLs: Foundations, Wilson, The Comprehension Toolkit of Strategies, Words their Way, Problem Solving and Exemplar Problem Solving. Evidence and research-based instructional programs are used to target ELA and Math interventions. Intervention services will be provided for ELA, Math, and Content areas for our struggling level 1 and 2 ELLs in English throughout the year. Data for these programs in grades K-2 is collected monthly; in grades 3-5, data is collected quarterly. The ongoing collection of data is used for instructional planning and to provide additional intervention and support.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. In looking at the effectiveness of our current program for ELLs, we will monitor closely how our students are grouped to provide the optimal results. We will look into providing additional programs, such as New Heights and Foundations, for our 3rd, 4th, and 5th grade students. Focus on better reading and comprehension skills will help these students not only on the state ELA but also on the math exam which now focuses greatly on word problems and written solutions.

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

11. For the upcoming school year, we have implemented two new programs for grades K-5:

- VocabuLit- teaches Tier 1 and Tier 2 academic vocabulary
- Daily Language Review- grammar instruction

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

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

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

13. All our ELLs are afforded equal access to all school programs including our Arts Program which is an integral part of our school. All ELL students are invited and encouraged to participate in our band and strings. Vocal instruction is embedded into the general music instruction. Monthly Math Parent Meetings are held where math skills students are being taught in class are reviewed. This encourages and permits parents to assist and support their children with homework and test study. This year, we will continue our Read Aloud Mornings for parents to attend. All letters are sent home in English and the native language inviting parents to participate. Translators are available as well for parents who attend our meetings. Using Title III funds, PS 45 offers a 15 week after-school program for our current ELLs which meets two times per week. We have purchased a technology program, Imagine Learning, to be used in the after-school program to further assist our ELLs in grades 2-5. This innovative language and literacy software program for ELLs, struggling readers, and our students with disabilities, offers first language support in 10 languages. It combines research-based curriculum, state-of-the-art technology, and engaging activities and graphics to teach students skills they need to succeed.

Additionally, all the listed services are available to our ELL population, including students who have reached proficiency in ESL:

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

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

14. Instructional materials such as smartboards and computer software are used to support ELLs of all proficiency levels. In

addition, bilingual glossaries and dictionaries are provided for our beginner and intermediate level ELLs. In alignment with our use of the Teacher's College Reading and Writing Project, we have implemented the Words Their Way Program at all grade levels and proficiencies.

Social Studies is taught using The Independent Investigation Method (IIM), a teaching model that guides elementary students through the research process. In Science, teachers utilize FOSS Hands-On Kits in grades K-2 and Harcourt Text and Activities in grades 3-5 to supplement the Science Core Curriculum. Through investigations and hands-on activities, the emphasis of discovery is placed on younger students and beginner and intermediate level ELLs. For older students, as well as advanced and proficient level ELLs, the emphasis is on formulating and investigating their own questions.

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

15. Native language support is delivered in our ESL program through the use of bilingual libraries. We have recently purchased bilingual books in Vietnamese, Albanian, and Chinese to add to our bilingual Spanish books. Newcomers in the upper grades are provided with bilingual glossaries in mathematics, science, and social studies. Every effort is made to provide all our ELL students with bilingual dictionaries as well. Our mathematics program, EnVision Math, provides instruction and assessment in Spanish to support our native Spanish speakers in grades K through 5.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. Consistent with our efforts to improve NYSESLAT scores additional targeted instruction for ELLs will continue to be provided through the various programs listed. These programs are intended to support ELLs in achieving the ESL and ELA standards. All supplies and materials correspond to students' ages and grade levels. TCRWP is incorporated into all grades, K-5. Foundations is used for the lower grades and Wilson in the upper to assure support corresponds to students' age and grade levels. Supplemental instructional programs will continue to focus on language and literacy development as well as content area learning. The additional instruction will help the children progress toward achievement of rigorous academic standards that all students are expected to follow. Any notices about programs and services offered will be sent home to students in their native languages.

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.

17. Parent Orientations are held for incoming students. An Open House is conducted to familiarize students and parents with the layout of the school and our bilingual translators help facilitate the tour. Our parent coordinator, teachers and staff are available to meet with parents, answer questions and provide assistance. All materials are translated into various languages for parents. Before the start of school, teachers also send home a welcome letter to all new students. The following activities help our language learners adapt to their new learning environment:

#### PLAN FOR NEWCOMERS

- Parent Orientation/Workshops
- Bilingual notices
- Reading buddies
- Family Literacy Night
- International Night

New ELL students who are enrolled throughout the school year are immediately partnered with a peer who speaks the same language to help the student navigate through the school, provide translation for the teacher if needed, and help in the adjustment to a new setting. New students and parents are provided with the school's informational materials (discipline codes, newsletters and calendars, workshop notices) in the native language. Parents are also encouraged to use the school's website for further information and updates.

18. What language electives are offered to ELLs?

18. At this time, we are not providing a language elective, however, we are looking into options to make this possible.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. 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)?

19. Does not apply.

## 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. Staff Development is coordinated by a team that includes our Principal, Assistant Principal, Grade Leaders and ESL teachers. They work together to combine ideas on effective planning for all pedagogical staff. It will focus on the 90-minute literacy block (with a focus on guided reading, writing and conferring, EnVisions Mathematics and Book of the Month). Also, the Fountas and Pinnell Phonics Lessons Program will be addressed in after-school study groups. Teachers will plan and work together to teach this program efficiently and effectively. In-house professional development is available to all teachers of ELLs and focus will be on class environment and strengthening student work. Staff developers from Teachers College are scheduled to visit the school to hold professional development for the staff. The first series of sessions, plus additional PDs are listed below:

- Teacher's College Professional Development Cycles In-House:

Nov. 6, 13, & 20, 2013

Jan. 15, 2014

Feb. 26, 2014

Mar. 5, 12, 19, 2014

Jun. 4 & 5, 2014

- Barnes and Noble Workshop – Winter 2013
- Saturday ESL Book Study Workshop – Winter 2013
- Phonics Workshop – Spring 2014

2. The ESL teacher also attends ESL professional development sessions offered by the Integrated Curriculum & Instruction Learning Support Organization. ESL Workshops for 2013-2014 include:

- Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success:

9/26/2013,

12/17/2013,

1/23/2014,

3/18/2014

- LAP Training:

11/29/2013

- TCRWP: Assessing and Teaching Spanish Speaking Readers:

11/25/2013

- NYSITELL Administration

1/9/2014

3. In order to support staff in assisting our ELLs as they transition from elementary school to middle school, our parent coordinator, Maryann Poli and our guidance counselor, Libby McPike guide ELLs and their families through the process. They ensure that important documents are translated into the students' home language and provide translators if needed. Representatives from IS 61 and IS 27 come to our school and hold assemblies for the outgoing classes. These informative assemblies help students better understand the middle school process and expectations. Our parent coordinator and guidance counselor maintain an open door policy for parents who may have questions or concerns.

4. Two special ESL Professional Development programs will be offered this year to all teachers. Professional development programs will be scheduled after school and will be divided into lower and upper grades. The thrust of the programs include: how to differentiate instruction for ELLs in the general education classroom. Also to be discussed will be the Phonics Lessons Program by Fountas and Pinnell. The study groups will work together to plan and teach efficiently in the 2013-2014 school year. The principal will keep and maintain careful records to ensure staff meets the required minimum of 7.5 hours of ELL training.

## 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. At P.S. 45, our parents are very much involved in the school community. Parent involvement includes volunteering, joining and supporting the Parent-Teacher Association (PTA), and being a part of the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA assists parents in becoming involved in their children's education and supporting school activities. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children our school, including parents of English language learners. The PTA ensures that notices go home in the native language.
  2. At the moment we are not partnered with other agencies to provide workshops or services to our ELL parents but we are open to any offers and/or opportunities that may become available and would welcome the occasion to provide support to our ELL families.
  3. There will be an Orientation in September 2013 to provide the parents of new English Language Learners any information they need on standards, assessments, school expectations and program requirements for bilingual education and ESL. At this orientation, parents are introduced to the different programs throughout the Region and the ESL program at P.S. 45. They are shown a video (in their native language) and given handouts for further assistance. Parent orientation will also be conducted throughout the year, and within the first 10 days of admittance, as new ESL students are registered at the school in compliance with State mandates. Our parent coordinator, Maryann Poli, will attend all orientations to welcome parents. All materials will be made available in the native languages represented at our school.
  4. In an effort to address the needs of the parents at P.S. 45, we turn to the Learning Environment Surveys to help us evaluate how best to assist parents. In response to the survey, two (ELA and Math) three-hour workshops will be offered again on a Saturday to help parents and children get acquainted with the ELA and NYS Math exams. Last year's workshops had excellent attendance. Monthly Math Mornings and Parent Read-Aloud Mornings are held with translators available for attending parents. At the end of each summer, the needs of parents are reviewed, and planning for the school year begins. We also evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and there is a continuous effort to make parents of ELLs partners in their children's education. School activities include:
    - Curriculum Conference – Fall 2013
    - Monthly Math Morning for Parents- 2013-2014
    - Monthly Read Aloud Morning for Parents- 2013-2014
    - Barnes & Noble Book Fair – Winter 2013
    - International Night – Winter 2013
    - Family Literacy Night – Spring 2014
    - Family Math Night – Spring 2014
    - Country Fair – June 2014

## **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.

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

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

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

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

## Part VI: LAP Assurances

School Name: <b>John Tyler</b>		School DBN: <b>31R045</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christine Chavez	Principal		1/10/14
Jennifer Logan	Assistant Principal		1/10/14
Maryann Poli	Parent Coordinator		1/10/14
aria Perri	ESL Teacher		1/10/14
Miguel Cortez	Parent		1/10/14
Susan Scarpaty	Teacher/Subject Area		1/10/14
Ana Kaleci	Teacher/Subject Area		1/10/14
Maria Vaccaro	Coach		1/10/14
	Coach		
Libby McPike	Guidance Counselor		1/10/14
	Network Leader		
Jennifer Pannunzio	Other <u>Data/AIS</u>		1/10/14
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 31R045 School Name: John Tyler

Cluster: 4 Network: 409

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

### **Part A: Needs Assessment Findings**

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

The data and methodologies used to assess our school's written translation and interpretation needs includes the following:

- Student Registration Form: helps us determine the language need of the parents
- Parent Language Surveys: asks parents the language they prefer all written and oral correspondence to be handled
- Home Language Identification Surveys (HLIS): student interview helps assess language needs
- The Language Allocation Policy (LAP) Part III ELL Demographics: contains a breakdown of ELLs by grade in each language group
- Parent Orientations
- Place of Birth report (RPOB)
- Parent/Student Ethnic Identification Surveys: completed at registration
- Emergency cards: parents' language preference is indicated on the card
- PTA meetings

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.

Based on information provided, 18.75% of our families speak Spanish. Additionally, 3.29% of our population speaks other languages including Sinhalese, Chinese, Vietnamese, Albanian, Urdu, and Arabic. In order to meet the language needs of our families, PS 45 sends all communication home in English, Spanish and other languages when required. We have qualified interpreters at the school available throughout the year to address the needs of our parents including during parent meetings and parent/teacher conferences. Findings are reported to our school community, including teachers, paraprofessionals, and service providers through ARIS, ATS reports and each student's HLIS.

## Part B: Strategies and Activities

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

The written translation services our school will provide in corresponding with parents include the following:

- Student Registration Form
- Home Language Identification Surveys in native language
- Parent/Student Ethnic Identification Surveys
- Parents' Preferred Language forms
- ELL Parent Orientation
- School forms (blue emergency cards, health forms, lunch forms)
- Translated Discipline Code
- Reading and Math Workshop information
- Title III after school applications

Our bilingual staff (teachers, paraprofessionals) is able to provide additional translation in-house with:

- Monthly newsletters and calendars
- Permission slips/consent forms
- Promotional Criteria notification
- Promotion in Doubt letters
- Testing information
- After School Programs
- Summer School Forms

All translated documents will be distributed in conjunction with English materials.

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.

The oral interpretation services our school will provide to meet the needs indicated in Part A include:

- ELL Parent Orientation
- Parent Teacher Conferences
- Parent workshops
- Promotional Criteria
- Testing information
- Phone Messenger
- PTA Meetings
- Disciplinary and safety matters

Oral interpretation services specific to our students' needs will be provided in-house and with the use of the Department of Education's Translation and Interpretation Unit when in-house translation is not possible.

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>.

In order to fulfill section VII of Chancellor's Regulations A-663, the school displays signs located at the entrance of the school indicating the availability of language services. The school's Bill of Rights and the Parent Handbook, also translated in Spanish, provides procedures for insuring that parents in need of language assistance are accommodated. The school's safety plan is reviewed at monthly safety meetings and findings are shared with the School Leadership Team. Translations, written and oral, are provided as needed. We will distribute written notification to all parents, whose primary language is a language available through the Department of Education, of their rights regarding translation and interpretation services. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff is unable to provide translation services, we will request services from the Department of Education's Translation and Interpretation Unit.

## 2012-13 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: PS45 The John Tyler School

DBN: 31R045

This school is (check one):  conceptually consolidated (skip part E below)

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):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served: 26

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 2

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 1

### 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: Our Title III after school program provides direct instruction which supplements the mandated minutes of ESL instruction students are receiving during the regular school day as per CR part 154. This program is offered to select students in grades one through five. The program will run from February 27 to May 29, 2013 every Wednesday. It will begin at 2:40 and end at 5:40pm. The instruction for the Title III after school program will be taught by one certified ESL teacher and 2 Common Branch teachers.

Data from the NYSESLAT, ELA state test and TCRWP reading and writing assessments demonstrated a need for this supplemental afterschool program. In 2011-2012 our school had 70 ELLs that were being serviced by our ESL teachers. According to the NYSESLAT 2011-2012 Speaking and Listening section, the data demonstrated that 3% are Beginners, 13% Intermediate, 29% Advanced and 56% became Proficient. We then compared this to the NYSESLAT 2011-2012 Reading and Writing Performance. The data showed that 19% are Beginners, 36% Intermediate, 27% Advanced and 19% became Proficient. It can be noted that regardless of grade and proficiency, students scored highest on the listening and speaking portion of the assessments. On the contrary, most students scored their lowest marks on the reading and writing part of the tests. For NYS ELA exam, 54% of all tested students scored a 3 or above compared to 16% of our ELL population. For the NYS Math exam, 42% of all students scored a 3 or above compared to 25% of our ELL population.

The four modalities of listening, speaking, reading and writing will be included in the supplemental instruction. Instruction will be taught in English with language support in Spanish if the beginner ELL's need further clarification. The supplemental programs that will be utilized for this program will be Words Their Way for ELLs, New Heights Literacy Program and Imagine Learning.

### 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: Our professional development for Title III teachers includes Network meetings as well as staff development from Teachers College and Imagine Learning. Staff developers from Teachers College are scheduled to visit the school to hold professional development for the staff in the content areas of reading and writing. In addition, staff developers from Imagine Learning will offer our

### Part C: Professional Development

teachers professional development on how to implement this new supplemental technology program to help support our ELLs during the after-school program. ESL teachers attend meetings and or/ view webcasts to familiarize themselves with the upcoming state reports, such as LAP, BESIS, Extension of Services and Title III plan. They also attend professional development workshops offered by our network that highlight instructional strategies and best practices for ELLs.

- Teacher's College Professional Development Cycles- Reading and Writing Units-Grades K,1,2- September 21, 28 October 5 November 9,20,27 Grades 3,4,5,-October 3, 10 November 26 December 5, 12

-Imagine Learning Professional Development-How to effectively implement technology to support ELLs in your school.

The ESL teacher also attends monthly ESL professional development sessions offered by the Integrated Curriculum & Instruction Learning Support Organization. ESL Workshops for 2012-2013 include:

-Network Meeting: LAP Training and Technical Support September 2012

-Network Meeting: Title III Training October 2012

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

3. Two special ESL Professional Development programs will be offered this year to all teachers. It will be scheduled after school and will be divided into lower and upper grades. The thrust of the programs include: how to differentiate instruction for ELLs in the general education classroom. The principal will keep and maintain careful records to ensure staff meets the required minimum of 7.5 hours of ELL training.

### 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: Our school offers many activities for the parents of English Language Learners in order to promote academic achievement among ELLs. P.S. 45 has a full service parent center, in which families can attend workshops given by our ESL teachers, Literacy Coach, Guidance Counselor and Parent Coordinator. We utilize our bilingual staff to make content at parent meetings accessible to all.

**Part D: Parental Engagement Activities**

Each month we invite the parents of ELLs to attend our Read Aloud Morning and Math Morning. These events highlight best practices in our classrooms as well as develop an open door policy between our ELL parents and their child's classroom environment. There is also a PTA meeting held once a month. Families are also notified in a variety of ways of upcoming events in both English and Spanish. Flyers and school calendars are sent home with students, posted in our office and available on our schools website.

**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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		