



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 31R045
School Name: THE JOHN TYLER SCHOOL
Principal: MRS. CHRISTINE CHAVEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School School Number (DBN): 31R045
School Type: Public School Grades Served: Pre-K-5
School Address: 58 Lawrence Avenue
Phone Number: 7184426123 Fax: 7184424141
School Contact Person: Jamie Rice Email Address: Jrice5@schools.nyc.gov
Principal: Mrs. Christine Chavez
UFT Chapter Leader: Mrs. Julie Pleszewicz
Parents' Association President: Sandy Sims
SLT Chairperson: Alice Matthis
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10314
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 04 Cluster Leader: _____
Network Number: 409 Network Leader: Neal Oppromala

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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>	
Kim McGloughlin	CBO Representative, if applicable	
Christine Chavez	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	
Marie Bresowsky	Member/ Parent	
Suzanne Gordon	Member/ Parent	
Alice Matthis	Member/ Parent	
Nicole Tolnes	Member/Parent	

Johanna Gilbert	Member/ Parent	
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**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

- 6. Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 45R is located in the heart of West Brighton on the North Shore of Staten Island. We have a very diverse population. More than half of our students qualify for free lunch and approximately one-fourth of our students have IEPs. The dedicated faculty at PS 45 is deeply involved in furthering their instructional practices and continuing their own learning, which in turn, will provide a real-life model for students to do the same.

At PS 45 there is a strong emphasis on literacy, numeracy, and higher-order thinking skills school wide. Through the combined efforts of the home, school and community, each child unleashes his/her potential and develops a lifelong love for learning. Together, we empower our students to take responsibility for their own learning by recognizing that effort leads to academic success.

Based on the feedback provided in the 2013 - 2014 Quality Review, P.S. 45 earned a well-developed in offering an interesting and challenging curriculum, assessing what students are learning, and communicating high expectations to students and staff members. Some of the challenges P.S. 45 faces are in the area of school environment whereas only 52% of the teachers feel that order and discipline are maintained at the school and only 62% of the teachers would recommend this school to parents.

In order to address these challenges, P.S. 45 has partnered with the Institute for Understanding Behavior (IUB) The IUB, in conjunction with the United Federation of Teachers and the NYC Department of Education, provides an intense, four day training called Therapeutic Crisis Intervention Services (TCIS) in which staff members learn how to work with students who exhibit challenging behavior. P.S. 45 is the first school on Staten Island to partake in this new initiative. More than 90% of the staff has been trained in TCIS and based on informal feedback, the training has had a positive impact on staff - student interactions.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2013-2014 Quality Review, “although teachers across the school focus on improving pedagogy and engaging all students in the learning progress, inconsistent levels of questioning and teacher-directed lessons in some classrooms limited the opportunity to promote engagement and ownership of learning”. The school received an overall rating of “Proficient” in this area. During the Initial Planning Conferences for the 2014 – 2015 school year, 30% of the teaching staff indicated that domain 3c (student engagement) was the top priority for their professional development needs this year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of the teaching staff (49 out of 57 teachers) will receive an overall rating of “effective” or higher on Danielson component 3c (Engaging Students in Learning) as measured by formal and informal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Targeted Professional Development Cycle #1 - How can quality questions transform classroom learning: Using the text “Thinking Through Quality Questioning” Teachers will work in cross grade teams in order to plan, design, and implement high quality questioning strategies	Teachers, Students	Sept 2014/ February 2015	Principal, Assistant Principal, Professional Development Team
Targeted Professional Development Cycle #2 - Delivering learning experiences in Math that promote critical thinking and extend student understanding – Teachers working in grade level teams using student data/ work samples in order to design more effective,	Teachers, Students	November 2014/ March 2015	Principal, Assistant Principal, Professional Development

engaging, learning			Team
Intervisitation partnership with PS 22 – Series of 4 school visits with PS 22 to observe UDL strategies and turnkey best practices with the rest of staff	Teachers, Students (SWD, ELL, GE)	October 2014 – February 2014	Principal, Assistant Principal, Staff Developer
Professional Development with Teachers College Staff Developers – Ongoing support aligned to student engagement	Teachers, Students (SWD, ELL, GE)	Sept 2014 – June 2015	Principal, Assistant Principal, Professional Learning Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Substitute teachers will be needed to cover teachers that attend on-site and off-site training.
- Prep changes will be needed for on-site professional development with Teachers College personnel.
- Teachers College – (2) Staff Developers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

TC Assessment Pro data: 5% increase in the number of students meeting or exceeding grade level benchmarks.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2013-2014 NYC School Survey 87% of teachers and parents were satisfied with school culture. This number was 4 points below the city-wide average for all elementary schools. Based on the survey, communication within and across the school community is a specific area of focus. Additionally, 71% of the teachers felt supported to a greater extent or to some extent by the principal. This year we would like to improve in this area so that 80% of teachers feel supported by the principal to some extent or to a greater extent. By improving in these two specific areas we feel that we can match or exceed the city-wide satisfaction average for all elementary schools.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will receive an overall score of 90% or higher on the School Culture component of the New York City School Survey as reported by parents and teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Therapeutic Crisis Intervention Services (TCIS) training for all new staff members as well as staff not previously trained provided by the Institute for Understanding Behavior. On-going support provided by IUB personnel. This ongoing support and professional development is provided to encourage open communication between teachers and administration in a confidential manner.	All staff	Sept 2014 – June 2015	IUB Personnel, School based IUB Team (see next bullet point), administration
School based IUB team was created to facilitate and monitor staff concerns regarding the management of student behavior. This IUB team develops school-wide incentives that encourage positive behavior which thus impacts school culture. School based IUB team	Entire School Community	Sept 2014 – June 2015	IUB Team

members are the liaisons between their fellow staff members and administration. Staff members can report concerns to the liaisons confidentially. These concerns are addressed at bi-monthly IUB Team meetings.			
Staff members attended the First Annual IUB Retreat where new strategies where they learned new strategies for dealing with challenging behavior. These staff members will pilot these strategies and monitor their effectiveness before the rest of the staff is trained.	Students	December 2014 – June 2015	IUB Team
A Professional Development (PD) Team was created to ensure that staff members receive support in areas where they feel they need to grow professionally. The PD team meets every other month and is comprised of a representative from every grade as well as a cluster teacher.	Teachers	Sept 2014 – June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Substitute teachers will be needed to cover teachers that attend full day training. Prep changes will be needed for on-site professional development with IUB personnel.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
CFN 409 is providing funding for substitute teachers									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
4. Specify a timeframe for mid-point progress monitoring activities.				
IUB team will survey staff during the week of March 2, 2015. Based on the results of the survey, the IUB team can monitor progress made and discuss strategies to implement if it is not anticipated that the goal will be met.				
Part 6b. Complete in February 2015.				
3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
4.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2013-2014 Quality Review, “although teachers across the school focus on improving pedagogy and engaging all students in the learning progress, inconsistent levels of questioning and teacher-directed lessons in some classrooms limited the opportunity to promote engagement and ownership of learning”. The school received an overall rating of “Proficient” in this area. During the Initial Planning Conferences for the 2014 – 2015 school year, 30% of the teaching staff indicated that domain 3b (Questioning) was the top priority for their professional development needs this year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teaching staff will engage in professional development opportunities in the areas of questioning and discussion. These opportunities are designed to improve both teacher practice as well as student outcomes resulting in a 7% increase of all English Language Learners in grades K – 5 (30 out of 66 students) increasing one proficiency level on the 2015 New York State English Second Language Assessment Test.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 11. Strategies to increase parent involvement and engagement 12. Activities that address the Capacity Framework element of Trust 			
Targeted Professional Development Cycle #1 - How can quality questions transform classroom learning: Using the text “Thinking Through Quality Questioning” Teachers will work in cross grade teams in order to plan, design, and implement high quality questioning strategies	Teachers, Students (SWD, ELL, GE)	Sept 2014/ February 2015	Principal, Assistant Principal, Professional Development Team
Targeted Professional Development Cycle #2 - Delivering learning experiences in Math that promote critical thinking and extend	Teachers, Students	November 2014/	Principal, Assistant Principal,

student understanding – Teachers working in grade level teams using student data/ work samples in order to design more effective, engaging, learning	(SWD, ELL, GE)	March 2015	Professional Development Team
Intervisitation partnership with PS 22 – Series of 4 school visits with PS 22 to observe UDL strategies and turnkey best practices with the rest of staff	Teachers, Students (SWD, ELL, GE)	October 2014 – February 2014	Principal, Assistant Principal, Staff Developer
Professional Development with Teachers College Staff Developers – Ongoing support aligned to questioning and discussion in Reading and Writing Workshop	Teachers, Students (SWD, ELL, GE)	Sept 2014/ May 2015	Principal, Assistant Principal, Professional Development Team
Professional Learning for Paraprofessionals - Book Club “Late, Lost, and Unprepared”	Paras, Students (SWD)	November 2014/ March 2015	Principal, Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Substitute teachers will be needed to cover teachers that attend on-site and off-site training.
- Prep changes will be needed for on-site professional development with external staff developers.
- External Staff Developers - i.e. Teachers College Reading and Writing Project

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

Midpoint benchmark: 5% increase of all English Language Learners in grades K – 5 increasing one proficiency level on the Practice 2015 New York State English Second Language Assessment Test administered in December.

Part 6b. Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 7. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 8. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the feedback provided in the 2013-2014 Quality Review an area of need was in 4.1 – Deepen teacher development practices through the expansion of tailored professional development that results in enhanced instruction and professional growth. Specific feedback in this area was “although measurable school goals are created by school leaders whereby teachers self-select...goals are not yet connected to improved student pedagogy.” Additionally, only 71% of the teachers felt supported to a greater extent or to some extent by the principal. We believe that focusing on providing specific, targeted feedback will have a direct impact on teacher efficacy toward improved student outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teaching staff will receive specific feedback aligned to the student learning goal established during the Initial Planning Conference. This feedback will result in a 7% increase in the number of students meeting or exceeding reading benchmark levels as evidenced by the data in Teachers College Assessment Pro.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust			
Initial Planning Conferences – Teachers select student learning goal aligned to Danielson Domains 3B, 3C, 3D.	Teachers	Sept 2014 – October 2014	Principal, Assistant Principal
Prescribed observation and feedback cycle- Specific Timely and measurable feedback to teacher’s specific learning goal aligned to Danielson Domains 3B, 3C, or 3D.	Teachers	Sept 2014/ May 2015	Principal, Assistant Principals

Weekly Advance meeting – Administrative team meets to discuss weekly teacher observations, norm expectations, discuss teacher feedback and, timely-bound next steps	Teachers	Sept 2014/ May 2015	Principal, Assistant Principals
Twice Monthly Professional Development with Teachers College Staff Developers – Targeted staff development related to teacher’s specific learning goal and aligned to Danielson Domains 3B, 3C, or 3D.	Teachers, Students (SWD, ELL, GE)	Sept 2014/ May 2015	Principal, Assistant Principal, Professional Development Team
Monthly meeting with Network Support Personnel - Monthly meetings with CFN 409 Instructional Leadership to discuss teacher observations, norm expectations, discuss teacher feedback and, timely-bound next steps for both teachers and administration.	Teachers/ Admin	Sept 2014/ May 2015	Principal, Assistant Principals
End of Year Conference- Teachers and Administration discuss growth over the year related to teacher’s specific learning goal aligned to Danielson Domains 3B, 3C, or 3D.	Teachers/ Admin	May -June 2015	Principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Substitute teachers will be needed to cover teachers that attend on-site and off-site training.
- Prep changes will be needed for on-site professional development with Teachers College personnel.
- Materials and Resources
- External Staff Developers - i.e. Teachers College Reading and Writing Project

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmarks:
 Advance Data shows that 100% of teacher observations provide specific actionable feedback directly connected to student learning goals
 TC Assessment Pro data: 5% increase in the number of students meeting or exceeding grade level benchmarks.

Part 6b. Complete in **February 2015.**

7. Did the school meet the midpoint benchmark(s) in the timeframe specified?		Yes		No
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8. If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- 9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- 10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the 2013-2014 NYC School Survey only 78% of parents have been invited to participate in an event at least three times during the school year. The staff at PS 45 feels that parental involvement is a crucial component to the academic and social-emotional well-being of a child and therefore will strive to ensure that all parents feel welcome within the school community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through our partnerships with Marquis Studios, NY Cares, Chess in the Schools, the YMCA and United Activities Unlimited (UAU), 100% of our K – 5 students and their families will participate in workshops, residencies and other coordinated services designed to foster and strengthen family and community ties.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> 17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 19. Strategies to increase parent involvement and engagement 20. Activities that address the Capacity Framework element of Trust 			
<p>Grades K-5 will participate in arts residencies with Marquis Studios artists. Each grade will participate in some form of the arts for at least one cycle (10-12 weeks) that will be connected to another subject. Marquis Studios will also provide at least one</p>	<p>All students K-5 and parents.</p>	<p>September 2014-June 2015</p>	<p>Marquis Studios artists, teachers, administration.</p>

student/parent workshop that will build strong family and community ties.			
The YMCA will assess and then provide swim lessons based on ability for all second grade students.	All 2nd grade students.	September 2014-June 2015	YMCA Director of Aquatics, Second Grade Leader, teachers
Chess in schools will provide chess lessons to all 4th graders and provide an after school chess program.	4th grade students and	September 2014-June 2015	Chess in Schools, administration
United Activities Unlimited provides after school program for homework help, sports activities and as a service for working parents.	Students and families	September 2014-June 2015	UAU personnel and school administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Grants were written to pay for residencies with Marquis Studios. Schedule adjustments made to support Marquis Studios and YMCA Swim Program. NY Cares provides funds and volunteers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Surveys will be completed at the end of each arts residency by teachers. A presentation will be held after each arts residency as well.				
Part 6b. Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2013 - 2014 NYS Test Scores; Independent Reading Level taken from TCRWP Assessment Pro; teacher observations	Reading Volunteers Wilson Reading Foundations New Heights Guided Reading Leveled Literacy Intervention Words Their Way Great Leaps RAZ Kids	Small group	School day
Mathematics	2013 - 2014 NYS Test Scores; Pearson Envision Math overall average; teacher observations	Fluency drills, step-by-step problem solving	Small group 2x per week	School day
Science	2013 - 2014 NYS Test Scores; Independent Reading Level taken from TCRWP Assessment Pro; teacher observations	Guided Reading groups - Non Fiction Leveled Literacy Intervention - Non fiction Science Lab to engage in differentiated experiments and small group instruction based on areas of need	Small groups Small groups One-to-one Small groups	School day
Social Studies	2013 - 2014 NYS Test Scores; Independent	Guided Reading groups - Non Fiction	Small groups	School day

	<p>Reading Level taken from TCRWP Assessment Pro; teacher observations</p>	<p>Leveled Literacy Intervention - Non fiction</p> <p>Social Studies Core Curriculum allows for differentiated instruction for the themes of each grade</p>	<p>Small groups One-to-one</p> <p>Small groups</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Positive Behavior Intervention Supports (PBIS) referrals in SWIS; OORS data; teacher referrals.</p>	<p>Positive Reinforcement Behavior Management System</p> <p>Positive reinforcement of desired behaviors (bringing back homework, daily behavior notes, treating others with respect, volunteering, participating in activities.)</p> <p>Peer mediation – Ad-hoc groups are assembled on a daily basis to diffuse situations that may have resulted in verbal or physical altercations.</p> <p>Counseling: Bereavement, Divorce, Domestic Violence, Abuse</p> <p>Weekly group discussions that center around current school-wide social issues that may affect subgroups of the student population Anti-bullying- How to handle a bully strategies</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>School day</p> <p>School day</p> <p>School day</p> <p>School day</p>

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>P.S. 45R 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 or borough of New York City that is different from their current school appointment. P.S. 45R also recruits new teachers through an interview process and selection committee.</p> <p>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 be reassigned to work in another position where they are highly qualified.</p>

2b. 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).
<p>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:</p> <ul style="list-style-type: none"> ● Envision Math ● Teachers 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 ● Professional development study groups on Monday afternoon ● Instructional walkthroughs ● Interclass visitations ● Partnership with P.S. 22R - visitations to observe best practice in UDL ● Therapeutic Crisis Intervention (TCI) ● Foundations

- Art and Music residencies
- Dignity Act, Respect for All, PBIS
- Response to Intervention
- Ongoing technology professional development

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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 Organizations

4b. 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 administration, staff developer and data specialist
- Common planning time
- On-site PD days with TCRWP staff developer

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	431,946	X	
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	71,916	X	
Title III, Part A	Federal	11,200	X	
Title III, Immigrant	Federal	NA	NA	NA
Tax Levy (FSF)	Local	4,440,782	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **P.S. 45R**, 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 the school and the families. The 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 the school community. **P.S. 45R]** 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 the 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 45R, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

- observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.



Department of English Language Learners and Student Support

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 New York, New York 10007
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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS45 The John Tyler School	DBN: 31R045
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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. This program is offered to selected ELL students in grades kindergarten through five. The program will run from January 7, 2015 to May 7, 2015 every Wednesday and Thursday. It will begin at 2:40 and end at 4:40pm. The instruction for the Title III after school program will be taught by two certified ESL teachers.

Data from the NYSESLAT, ELA state test and TCRWP reading and writing assessments demonstrated a need for this supplemental afterschool program. In 2013-2014 our school had 70 ELLs that were being serviced by our ESL teachers. According to the NYSESLAT of the previous year, the Listening, Speaking, Reading and Writing sections, the data demonstrated that 15% are Beginners, 34% are Intermediate and 49% are Advanced. For NYS ELA exam, 54% of all tested students scored a 3 or above compared to 16% 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 and Imagine Learning.

We selected these programs because research has shown that after school programs that are conducted in the correct way, affect instruction in a positive way. Imagine Learning is an engaging language and literacy software program that accelerates English learning. Focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support, it promotes success for every student. This program helps students by utilizing peer modeling, providing strategic first language support, boosting oral language development and strengthening academic vocabulary. In this program, ELL students are taught vocabulary through videos, pictures, glossaries, and direct translations. Words and concepts are repeated in multiple contexts in various books and activities, which provide students with a rich language experience and deeper understanding. The program highlights both general academic words and content-specific vocabulary words, so ELLs can use their new vocabulary across the curriculum throughout the day. Additionally, before students read informational leveled texts, key words are clarified and defined in the student's first language. All in all, this program provides what ELL students need to succeed.

Part B: Direct Instruction Supplemental Program Information

In addition, Words Their Way for English Language Learners is another program for K-5 students that builds and expands spelling, vocabulary, and word-recognition skills, giving students a solid foundation from which to master the English language.

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 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 where strategies to assist ESL students will also be offered. In addition, staff developers from Imagine Learning will offer our teachers professional development on how to implement new features of technology program to help support our ELLs during the after-school program. ESL teachers will also attend professional development workshops offered by our network that highlight instructional strategies and best practices for ELLs.

Tentative schedule for 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 the new features of this program to support ELLs in our school.

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: 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 of this transition. They ensure that

Part D: Parental Engagement Activities

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.

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. 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. Parents are encouraged to play interactive math games with their children. These games reinforce mathematical strategies taught in class. During these special days, their visits are followed by ELA and math workshops offered by our reading specialist, Maria Vaccaro, and our Data Specialist/AIS provider, Jennifer Pannunzio. These workshops will NOT be funded by the Title III budget. With the help of our bilingual staff, parents of general education students and those of English Language Learners will learn about practical reading, writing and mathematical strategies they can assist their children with at home. 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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 	_____	_____

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.
listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 045
School Name John Tyler		

B. Language Allocation Policy Team Composition [i](#) 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 Christine Chavez	Assistant Principal Jennifer Logan
Coach Maria Vaccaro	Coach
ESL Teacher Maria Perri	Guidance Counselor Libby McPike
Teacher/Subject Area Susan Scarpaty/1st Grade	Parent Miguel Cortez
Teacher/Subject Area Ana Kaleci/4th Grade	Parent Coordinator Maryann Poli
Related Service Provider	Other Jennifer Pannunzio-Data/AIS
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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

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

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	58	1	13	10	0	6	1	0	1	69

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	58	1	13	10	0	6	1	0	1	69
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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
TOTAL	9	13	14	14	7	9	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
Intermediate(I)		4	4	2	2	2								15
Advanced (A)		7	9	11	2	5								34
Total	0	14	14	14	7	9	0	58						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - 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 [AMAQ 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.

- How do you make sure that a child's second language development is considered in instructional decisions?
 - 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
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

7. We currently do not have a dual language program at P.S. 45.
- Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 - 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.

Part IV: ELL Identification Process

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

- 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](#).)
 - 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. 
 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 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:			

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

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

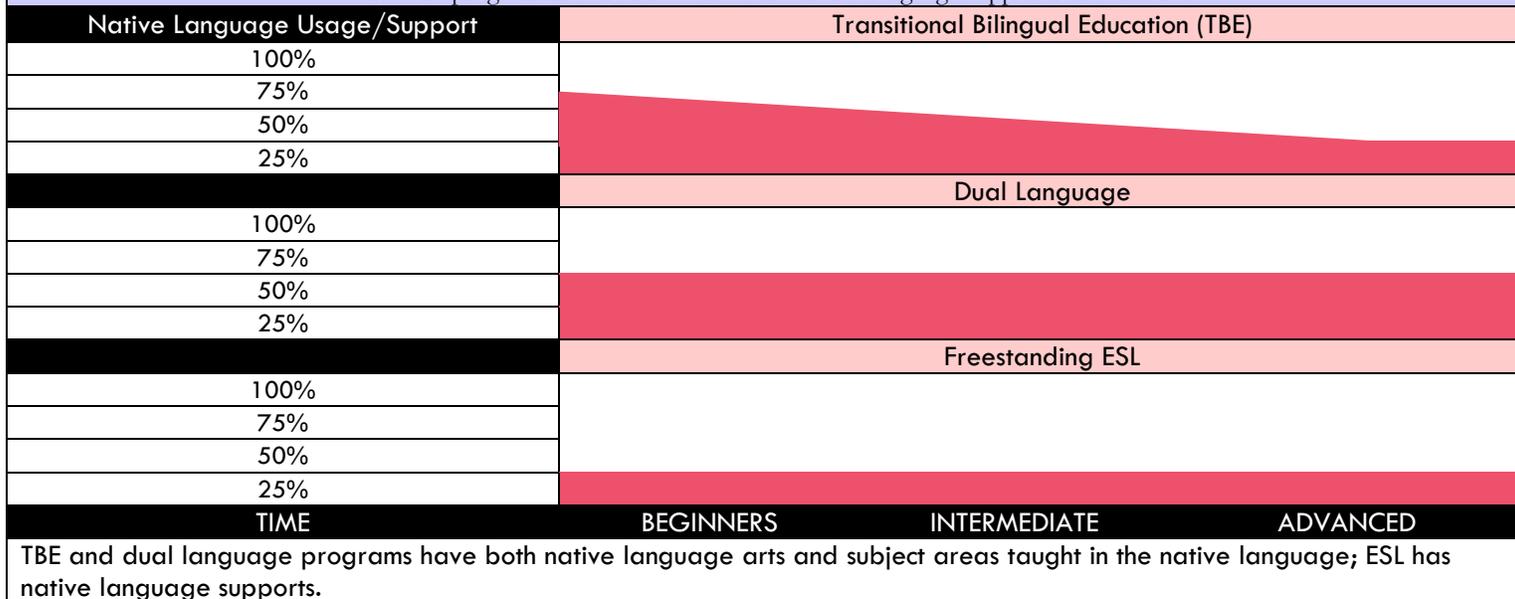
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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: <u>John Tyler</u>		School DBN: <u>31R045</u>	
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

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

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.