

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	22K245
School Name:	P.S. 245
Principal:	ERICA WILLIAMS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS 245 School Number (DBN): 22K245
Grades Served: PK - 5
School Address: 249 East 17th Street Brooklyn, NY 11226
Phone Number: 718-284-2330 Fax: 718-284-2333
School Contact Person: Erica Nicole Williams Email Address: Ewillia142schools.nyc.gov
Principal: Erica Nicole Williams
UFT Chapter Leader: Lauren Donner
Parents' Association President: Mariela Mendieta
SLT Chairperson: Jennifer Giacopello & Lauren Donner
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mariela Mendieta
Student Representative(s):

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Ave. Brooklyn, NY 11226
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718-968-6114 Fax: 718-968-6117

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson
Director's Office Address: 415 East 89th Street Room 407 Brooklyn, NY 11209
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Erica Nicole Williams	*Principal or Designee	
Lauren Donner	*UFT Chapter Leader or Designee	
Mariela Mendieta	*PA/PTA President or Designated Co-President	
Jennifer Giacobello	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roxanne Fraser	Member/	
Valerie Shoenfeld	Member/	
Theresa Mongouge	Member/	
Churlyn Sealey	Member/	
Diana Rios	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 245 is a small school of 300 students located in the Flatbush section of Brooklyn. Our school is a host for students in grades PK -5. 95% of our students are of Black and Hispanic origin. 88% of students qualify for free lunch and 14% and 17% of students receive English as a Second Language and Special Education services respectively.

Mission Statement:

PS 245 is committed to providing our children with the best possible education. Through culturally relevant learning experiences and hands-on activities we will cultivate critical thinkers and effective decision makers. Our aim is to create a community of responsible, caring citizens who will make a significant contribution to our world.

Instructional Focus:

Our focus is to engage students in learning through questioning and rich academic discourse where students are required to cite text evidence orally and/or in writing. (This focus addresses CCLS RL & RI 1)

Our school prides itself on setting high standards for all of our students. To ensure this, for the 2014-15 school year, we have partnered with Columbia's Teacher's College Reading and Writing Project for literacy and writing. In reading workshop, students are exposed to various genres of literature and informational text. Our students read independently for sustained periods of time varying from 15-30 minutes depending on the grade level. Students are taught to think deeply and critically about the impact of the characters, events and author's craft and structure on the plot. Students are asked to envision, interpret and synthesize information in order to form valid arguments. In doing so, the expectation is that students will be able to defend their thesis statements by citing text evidence that supports these arguments. Additionally, to support our instructional focus, all students participate in LEAD (Let Everyone Ask and Discuss) where teachers pose questions that aligned to Depth of Knowledge. During this time on Tuesday and Thursdays, students participate in student-led discussions and Socratic Seminars using the Book of the Month.

We have also made a change to our math program. For the first time, our teachers across all grades are using the same DOE's recommended program, Go Math by Harcourt. This program requires students to problem solve using multiple steps. Students engage with real-life problems using various strategies and manipulatives to assist with inquiry and exploration of a given concept.

Teacher teams meet on an ongoing basis to plan and create curricula maps and lesson plans in all content areas. Specialist teachers such as the art and science teachers also work collaboratively with classroom teachers to ensure that there is an interdisciplinary approach to learning and that lessons conducted in these specialty areas align and support a current unit of study. Teacher teams also work together to analyze student data. During this time, there are paying close attention and looking for trends across the class and the grade. At this time, decisions are made on next steps for individual, small group and if necessary, whole class instruction.

Here at PS 245, we have infused technology in all of our classrooms. Each classroom is equipped with a SMARTBoard, a document camera and four desktop computers. There is a mobile laptop cart on each floor of the school containing 36 laptops each. Students in grades 2-4 receive 90 minutes of computer-based math instruction weekly. All students are able to assess their own customize digital library through MyOn reading program.

Our school has also worked to teach and promote our students' social development. Students are celebrated monthly for exhibiting good character, citizenship and effort. We have partnered with National Choral, where our students in grades 2-5 receive vocal instruction for 45 minutes weekly. Students in grade 5 also participate in a residency through Dancing Classrooms where they are taught ballroom dancing while promoting self-esteem. Additionally, students participate in NYC's Foodbank program, Cookshop. Students are taught the importance of good nutrition and healthy eating habits while preparing nutritional meals.

We strongly believe that "It takes a village to raise a child." In order for our students to be successful, we must have ongoing support and communication with families and our immediate community. Parents are invited to visit their child's classroom monthly to participate in our Family As Learners. During this time, we ask parents to engage and work with students as part of the learning process. Our school also distributes progress reports and grade level expectations three times a year so parents are aware of their child's current performance. With the distribution of progress reports and report cards, parents are updated every 6 weeks of their child's progress. Families are also invited to participate in school wide events such as our Unity Walk, Family Game Night, Field Day, Spring Fling Performance and Block Party, to name a few.

22K245 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	303	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.2%	% Attendance Rate	94.7%
% Free Lunch		83.8%	% Reduced Lunch	9.5%
% Limited English Proficient		12.8%	% Students with Disabilities	16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	58.1%
% Hispanic or Latino		35.5%	% Asian or Native Hawaiian/Pacific Islander	2.4%
% White		3.4%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.16	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		27.3%	Mathematics Performance at levels 3 & 4	47.7%
Science Performance at levels 3 & 4 (4th Grade)		95.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

PS 245 has met the target for student achievement in English and Math for the 2013-2014 school year. (2014 School Quality Guide)

Based on the October 2014, Teacher’s College Running Record Assessment, 38% of students in grades 1-5 are performing below grade level expectations in reading.

According to the 2013-2014 Quality Review and School Quality Guide, the school needs to improve on researched based effective instruction that yields high quality student work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in the number of students performing at or above grade level expectations in reading as measured by Teacher’s College Running Record Assessment .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will utilize Teacher’s College Reading and Writing Project programs in literacy. This program is researched based and aligned to the Common Core Learning Standards.</p>	<p>Students</p>	<p>Sept.2015- June 2016</p>	<p>Principal and grade-level teacher teams, all teachers</p>

<p>Additionally, teachers will receive professional development, 20 days on-site and 25 days at Teacher’s College, to learn the latest research on curricula development and to hone pedagogical skills and practices to ensure implementation of such programs.</p> <p>Additionally, teachers will engage students in an uninterrupted 90-minute block of literacy instruction through reading workshop daily. The expectation is that students will read independently during this time for a sustained period of time, 15-30 minutes depending on the grade level. Students will engage in critical thinking tasks and activities as a result of teachers posing higher order thinking questions and prompts as referenced by Webb’s Depth of Knowledge</p>			
<p>Teachers of IEP driven and ELL students will implement a variety of reading skills and strategies as well as provide scaffolds based on the methodologies of the Teacher’s College programs to support students. For example, teachers will teach students to use mnemonics, graphic organizers as well as strategies such as stop and jots, chunking, etc</p>	<p>Teachers of ESL and IEP driven students</p> <p>Students will disabilities and ELL students</p>	<p>Sept.2015- June 2016</p>	<p>Special Education ESL, IEP and SETSS teachers</p>
<p>PS 245 will host a series of parent workshops throughout the school year with a focus on literacy. Additionally, PS 245 will invite parents to attend our monthly Family As Learners where parents will have the opportunity to visit their child’s classroom and be active participants and learners with their child .</p>	<p>Parents and students</p>	<p>Sept.2015- June 2016</p>	<p>Principal, Parent Coordinator and classroom teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher’s College Reading Units of Study</p> <p>Teacher’s College Units of Opinion, Information and Narrative Writing</p> <p>2 Teacher’s College Staff Developers, 1 grades K-2 and 1 for grades 3-5 for professional development</p> <p>25 Professional Development Days at Teacher’s College</p> <p>10 90 minute blocks for professional development for each teacher in grades K-5 Per Diem days to administer running record assessments</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Students will be assessed 3 times throughout the year in October, January and March to monitor progress towards meeting this goal. By February 2016, there will be a 5% increase of students performing at or above grade level benchmark as measured by the TC running record assessment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2013-14 School Quality Snapshot, 27% of students met state standards on the New York State ELA exam. The average score at the school was 2.6 out of 4.5. After a thorough review of the item skills analysis, students’ did not receive full points on the constructed response questions. More specifically, the average score on the short answer responses were 1 out of 2 and a score of 2 out of 4 on extended response questions.

Based on end of the unit assessments in opinion/argument and informational writing, grade level results indicated that 60% of students school-wide score below grade-level expectations in the areas of providing reasons and citing relevant evidence to support their thesis statement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will work collaboratively in teacher teams to analyze student work and formative assessments to strategically plan teaching points and tasks which will require cite textual evidence and/or reasons and details to support their writing. By June 2016, there will be 10% increase of students meeting grade level expectations in the areas of informational & argument writing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams will meet to analyze student on demand writing samples to discern gaps in student understanding of the task.</p>	<p>K-5 Teachers</p>	<p>Sept2015- June 2016</p>	<p>Teachers</p>
<p>Teachers will provide direct instruction and model components of the writing process using the workshop model structure.</p>	<p>K-5 Students</p>	<p>Sept2015- June 2016</p>	<p>Teachers</p>
<p>Students with disabilities and English Language Learners will be provided with multiple entry points and supported through scaffolding and differentiated instruction</p>	<p>K5 Students with Disabilities, English Language Learners</p>	<p>Sept2015- June 2016</p>	<p>All Teachers of SWD's & ELLs, Related Service Providers</p>
<p>Teachers will utilize rubrics to measure student progress towards mastery of the skills</p>	<p>K-5 Students</p>	<p>Sept2015- June 2016</p>	<p>K-5 Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher team analysis of data template, spreadsheets</p> <p>Weekly 40 minute teacher team meetings</p> <p>Weekly 80 minute professional development for teachers</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, there will be a 5% improvement of students meeting grade level expectations in the areas of informational & argument writing.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In recognition of the critical role of parents as partners, our priority need is to increase the number of parents who stay actively involved in their children’s educational experience. Attendance figures from 2014-2015 educational parent workshops and PA meetings indicate that approximately 5% of parents regularly attended. Conversely, attendance at school performances and fun events such as Family Game Night and Spring Fling Block Party were well attended.

In order to increase parent participation, we will continue to offering a. In additional to instructional workshops, we offer opportunities for parents to participate in workshops that address students’ social and emotional needs. Additionally, we are committed to building partnerships with parents through monthly family activities including Family as Le to Craft, Movie & Game Nights. Through the home-school connection, staff and families work collaboratively to support students’ academic achievement and success.

2014-2015

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

June 2016, there will be a 10% increase in parent communication and attendance at school functions including instructionally-based parent workshops, Parent Association meetings and family events.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A wide variety of instructional and non-instructional workshops as well as regular opportunities for parents to meet with their children’s teachers such as Family as Learners, CookShop for Parents	PK-5 Parents	Sept2015- June 2016	Principal, Teachers, Parent Coordinator
Regular communication with parents through School Messenger, weekly 40 minute for parent engagement, monthly newsletter	PK-5 Parents	Sept2015- June 2016	Principal, Teachers, Parent Coordinator
Parent Coordinator will provide family workshops and training	PK-5 Parents	Sept2015- June 2016	Principal, Teachers, Parent Coordinator
Collaboration between parents and staff in SLT and PA Executive Board members to promote and encourage parent involvement	PK-5 Parents	Sept2015- June 2016	Principal, Teachers, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator, Workshops, Tuesday afternoon parent engagement, , school messenger, SLT, PA, monthly newsletter											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, we will review and analyze attendance records such as sign in sheets to ensure that we are on track to meeting this goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Based on teacher recommendation, independent reading level and overall average on unit exams.	<p>ELA Tutorial Program- Students in grades 1-5 receive instruction in reading, listening, and the writing process.</p> <p>Literacy Push-In- Out of classroom personnel push-in during the literacy block.</p> <p>Foundations (K-2) & Closed Reading Programs that are used to provide instruction in decoding, encoding, and comprehension.</p> <p>Soar To Success- A literacy program that is used to develop comprehension and strategy use</p> <p>Rewards- A specialized program that is used with students in grades 3, 4, and 5 to develop a flexible strategy for decoding multi-syllabic words as well as to increase their oral and silent reading fluency. The</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes.</p> <p>Small group direct instruction for at-risk and/or enrichment students in grades K-5.</p> <p>Small group instruction</p> <p>Small group instruction</p> <p>Small group instruction</p> <p>Computer Independent work in school and at home.</p> <p>Whole class instruction, small groups, and one-to-one conference.</p>	<p>During ELA/Math after-school day and beyond. This program meets for twenty-four weeks prior to the NYS ELA assessments. It takes place 1 day a week, for about 1 1/2 hours every Wednesday.</p> <p>During the literacy block, from 9:15 to 10:00 a.m. every day.</p> <p>During the instructional day and during ELA after-school.</p> <p>During the instructional day.</p> <p>During the instructional day, and/or during ELA after-school, as well as at home.</p> <p>During the literacy block.</p> <p>During the literacy block</p>

		<p>program is also effective in supporting vocabulary development.</p> <p>MyOn Comprehension- A comprehension program, which is accessed via the internet, and is utilized to improve student comprehension in grades K-5.</p> <p>Teachers College Reading and Writing Project.</p> <p>Students are bench marked four times a year. All teachers use this intensive program every day for reading and writing.</p>		
<p>Mathematics</p>	<p>Based on teacher recommendation and student overall performance on unit topic exams.</p>	<p>Math Tutoring Program- Students in grades 1-5 receive instruction in problem solving and math skills.</p> <p>Mind Research Institute ST Math- A web-based mathematics program that teaches children how to think and reason mathematically. It is on-line technological program that is designed to enable students to recall basic math facts accurately, quickly, and effortlessly. This automaticity allows them to more efficiently solve</p>	<p>Whole class instruction with opportunities for grouping in the first 50 minutes.</p> <p>Computer assisted.</p> <p>Both whole class instruction and small groups.</p>	<p>During ELA/Math after-school and beyond. This program meets for twenty-four weeks prior to the NYS MATH assessments. It takes place 1 day a week, for 1 1/2 hours each day on Wednesday.</p> <p>During the day for 45 minutes on two days. Also, times a week during math after-school.</p> <p>During the day during math instruction and during Math/ELA after-school.</p>

		<p>problems at higher levels of mathematics.</p> <p>Go Math- This classroom program provides differentiated activities to help low-performing children master grade level concepts.</p>		
Science	Based on unit exam test scores	Science Tutoring Program- This program works to improve the analytical skills of 4th grade students in the area of Science	Whole class instruction with opportunities for grouping in the first 50 minutes	During the school day. This program meets for 10 weeks prior to the NYS Science assessment. It takes place 2-4 days a week, 1-2 hours each day
Social Studies	Based on unit exam scores	Supplementary Materials- All students in grades K-5 have access to both text books and trade books appropriate for a range of reading levels. These high interest books help students analyze historic periods using multiple sources of information and to develop an understanding of sophisticated concepts. Additionally, these materials support the non-fiction emphasis of the new Common Core State Standards.	Whole class instruction with opportunities for grouping	During the instructional day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher recommendation, student anecdotal records, OORS data	<p>A DOH School Nurse, Ms. Sylvester, provides daily health services, conducts asthma workshops, and disseminates other health related information.</p> <p>A guidance counselor provides student</p>	<p>Individual and small group interaction.</p> <p>Individual, small group and whole class instruction</p>	During the instructional day

		support services— one-to-one counseling, group peer mediation and intervention and peer leadership training.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<ul style="list-style-type: none"> • All resumes are reviewed and evaluated of candidates who express an interest in holding a teaching position at PS 245. • The principal attends Hiring Fairs. • Potential candidates are interviewed and required to teach a lesson. • The Principal follows up with checking references of those individuals who are interviewed for positions. • Keep teachers abreast of the new initiatives and expectations of the DOE such as the Four Pillars and Capacity Framework. • Provide professional development on the 8 components of Advance Teacher evaluation system. • Provide professional development in literacy and math, which is supported by Teacher's College and the network Achievement Coaches. <p>Provide specific targeted professional development to specialist area teachers in science, art, ESL and special education.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Professional development is provided by Teacher's College Reading and Writing Project to teachers and Principal. • Provide teachers with professional development on the Danielson Framework and CCLS. • Teachers work weekly to analyze student work and data. • Teachers set annual goals and rate and reflect on their practice during post-observation conferences.

Provide specific targeted professional development to specialist area teachers in science, art, ESL and special education.

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).

Money is set aside as appropriate for students in temporary housing for school supplies, materials and participation in after school programs.

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.).

- During the first week of school, parents are invited to escort their child to school.
- Parent Teacher’s Conference held within the first month of school- September 16th.
- Children are gradually transitioned to full day as initially they spend a few hours with parents in the classroom.
- The teacher utilizes the Pre-Kindergarten Foundation for the Common Core.

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.

- Teachers play an integral role and are the prime decision makers as to when classroom assessments will be administered.

Additionally, the principal, in conjunction with teachers determine when school wide assessments such as Teacher’s College running records, baseline writing, etc. will be administered.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	247,322.00	X	#13, #18
Title II, Part A	Federal	68,362.00	X	#13, #18
Title III, Part A	Federal	11,200.00	X	# 13, # 22
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	1,764,586.00	X	#13, #18

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 245]**, 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. **[PS 245]** 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;

The 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, School Quality 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) Template

[PS 245] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>PS 245</u>	DBN: <u>22K245</u>
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: <u>50</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale: The number of ELL students at PS 245 continues to increase yearly. Based on the 2013-14 AMAO 2 indicates only 16% of students were proficient as measured by the 2013-14 NYSESLAT. In order to support our current students, ensure their success and the improve the percentage of students at proficiency on the NYSESLAT, PS 245 will offer an after school academic program for our ELL and former ELL students 2 days a week. This program will support the strategies and ESL methodologies taught during the day by our ESL teacher as well as prepare the students for the upcoming spring 2015 NYSESLAT and ELA/Math exams. All ELL students in grades 2-5 will be invited to attend the program and will receive academic instruction that is tailored to meet the demands of the NYSESLAT and Common Core Learning Standards. We expect approximately 50 students will attend the program.

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

Schedule and Duration: The program will be held on Wednesdays and Thursdays from 2:35 PM-4:05 PM for 18 sessions beginning February 4, 2015 through April 22, 2015 with a maximum of 15 students per class, one per grade

Language of Instruction: English

and types of certified teachers: There will be a total of 5 teachers for the program; 4 content area teachers (1 per grade) and 1 certified ESL teacher. The ESL teacher will work alongside the content area teacher through a push-in co-teaching model.

Types of material: We have selected to use NY Ready as well as supplementary materials such as National Geographic which is used during the day by our ESL teacher.

Part C: Professional Development

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

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

Begin description here: _

Rationale: Teachers will receive professional development in listening, speaking, writing and reading to support students for preparation of the NYSESLAT and ELA/Math and strategies to best support the ELL students. Teachers will also attend workshops on professional development days and attend workshops specific to ELLs offered through the network and Teacher's College. Ms Hashimi, the ESL teacher, will also facilitate workshops during the 80-minute professional development period on Mondays. There is ongoing collaboration by classroom teachers and our ESL teacher. Our ESL teacher also provides professional development during weekly data inquiry team meetings which she attends.

Teachers to receive training: all content area teachers providing instruction to students will receive professional development such as Professional Development workshops held at Teacher's College and network PD facilitated by network specialist, Dorothy Werner. Topics to be covered are The Intersection of Reading Workshop and English Language Instruction, Using Reading to Teach Language and Vice Versa, Busting Myths about ELLs; What We Know About Multilingual Children and Key Practices that Can

Part C: Professional Development

Increase Skills and Confidence, Building the Common Core Reading Foundation-From Phonics to Fluency to Proficient and Meaningful Reading

Schedule and Duration: Teachers will receive montly professional development throughout the 2014-15 school year and will be provided by the ESL teacher, Ms. Hashimi or through attending the other professional development opportunities specified above. This professional development, where applicable, will be provided or turn-keyed to all teachers on Mondays during the 80 minute time allocated as per the UFT contract.

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Additionally, beginning in February 2015, PS 245 will host ESL classes for our parents.

Schedule and Duration: Monthly meeting ongoing throughout the 2014-2015 school year during our Family As Learners. Family as Learners is an opportunity where parents are invited to workshops to learn strategies that will best support their child's learning. Family as Learners is held on Tuesdays from 8:45 AM - 9:15 AM and 2:40 PM - 3:20 PM. These times alternate each month to allow for all parents to attend. The ESL classes for parents will be held on Thursdays after school from 2:35 PM - 3:05 PM from February 4th through April 22nd, 2015.

Topics to be Covered: Learning the Fundamentals of the English Language, Strategies to Support ELLs, English Language Development and Proficiency, The NYSESLAT- Everything you need to know.

Name of Provider: Our certified ESL teacher, 4 content teachrs and a staff member will provide the services as stated above. An additional staff member will be available to translate all materials to parents to ensure that they are benefitting from the workshops and classes.

How will parents be notified of these activities: Letters, flyers and via school messenger. All notices will be translated.

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	_____	_____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 245
School Name PS 245		

B. Language Allocation Policy Team Composition

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

Principal Erica N. Williams	Assistant Principal N/A
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area Earl Terrill/IEP Specialist	Parent Jessica Bennett/President PA
Teacher/Subject Area Andrine Grant/SETSS	Parent Coordinator Lynette Bradshaw
Related-Service Provider	Borough Field Support Center Staff Member J. Benoit, C. Etienne, A. Perez
Superintendent Julia Bove	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	313	Total number of ELLs	70	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	62	0	0	8		4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE ENL														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	17	7	6	7	2	8								0
Chinese														0
Russian														0
Bengali	3	1	1		2									0
Urdu														0
Arabic														0
Haitian	1	1	6	1	2									0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2	1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	0	1	0	0	0								0
Emerging (Low Intermediate)		1	3	0	1	0								0
Transitioning (High Intermediate)	4	1	0	0	0	1								0
Expanding (Advanced)	13	4	5	4	1	3								0
Commanding (Proficient)	0	4	6	5	4	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	4	6	5	4	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	20	17	0	0
4	5	21	10	6	0
5	9	12	14	3	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	7	0	17	0	13	0	7	0	0
4	2	0	15	0	13	0	12	0	0
5	10	0	14	0	9	0	6	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	4	0	13	0	25	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 AT P.S. 245 the assessment tool used to assess the early literacy skills of ELLs is Fountas and Pinell. It is a benchmark assessment system that can be used to identify a student's current reading level and progress along a gradient of text levels over time. With the Fountas and Pinnell Benchmark Assessment System, reading level is monitored three times each year. This assessment provides and tracks every students reading level (with equivalent grade levels) with accuracy, fluency, as well as detailed information and scores on comprehension. The data obtained with Fountas and Pinell provides literacy data on all students, including the ELL population, with this data we are able to further drive instruction and aide students who are not meeting grade level criteria with extra instruction such as Reading Recovery.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Quantitatively the NYSITELL and NYSESLAT data reveals : 9% of Students are at an ENTERING proficiency; 7% Emerging; 6% Transitioning; 45% Expanding; and 33% Commanding. The majority of the students at P.S. 245 have either attained proficiency are now considered FELLs or are at an Expanded Profiiciency Level. Additionally,t he data patterns across proficiency levels reveal that ELL students are highly successful in their in their Basic Interpersonal Communication Skills (BICS), while within the Reading/Writing modality additional, strong, ongoing support is required. As students begin to understand and communicate in the English language, teachers are supportive in building on ELLs content knowledge in support of their cognitive Academic Language Proficiency (CALP).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 245 uses information from AMAO to assess the progress of ELL proficiency. The targets that are used include AMAO 1, AMAO 2 (currently unavailable) and AMAO 3 (currently unavailable). The data reveals that PS 245 consistently meets all targets: 96.30% of student made progress in English Language Acquisition; 29.63% of students attained profiieny on the NYSESLAT. In addition AMAO is used to ideniify at-risk factors that the document provides, with includes:
 -attendance under 90%
 -no progress on NYSESLAT
 -ELA 1 or 2 for one year

- ELA 1 or 2 for 2 or more years
- Math 1 or 2 for one year
- Math 1 or 2 for 2 or more years
- holdover in past 3 years
- potential long term ELL
- long term ELL
- ELA growth percentile
- Math growth percentile
- years of ELL service
- SIFE

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

b. ELL Periodic Assessments are not being used at P.S. 245.

c. Home language supports in Spanish and Haitian Creole are used within the ENL classroom as a support in the Freestanding English program to help students transfer prior Home Language skills and knowledge.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Universal screening is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or grade level. These assessments often point out risks that may not be apparent from classroom interactions alone, and they are especially useful for understanding performance across groups of students. Strong core instruction is delivered to ELL students in the general education classroom by a qualified educators. Intensive, targeted instruction is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. Progress/monitoring informs how at-risk students are responding to instruction. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

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

Native language support is systemic, and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day are utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in their subject-area classes. Teachers can group students of the same language for certain activities so that they can assist each other and respond in their native language. Each of these strategies extend to after school programs as well.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

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

Success of the Freestanding ELL program is measured through Annual Yearly Progress for ELLs through data tools such as the AMAO and the NYSESLAT. The data reveals that PS 245 consistently meets all targets: 96.30% of student made progress in English Language Acquisition; 29.63% of students attained proficiency on the NYSESLAT. In addition, the majority (78%) of ELLs are either at a proficiency level of Commanding or Expanding within 1-3 of ENL instruction. Success for ELL students is also determined by the ability

of the student to function successfully in his/her mainstream class. Comfortability, Communication and Community are essential factors within the PS 245 community that help ELLs master social and academic language. Can the student master the more complex academic language and content of the mainstream class? Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. The teacher's assessments of the student's ability to read, write, and comprehend English as well as their peers on their proficiency tests determine whether or not the student will advance to the next grade level.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The English Language Learner (ELL) identification process includes four parts within 10 school days:

Part 1: The first step is the administration of the Home Language Identification Survey (HLIS) to determine the child's home language. The home language is based on the results of the HLIS, which includes an interview by a licensed pedagogue (Mariam Hashimi) with both the parent and student in English in the home language. Based on the HLIS, a student is considered to have a home language other than English when (1) question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and (2) questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. At registration, all parents are required to complete a Home Language Survey (HLIS) form when enrolling their child(ren). When parents first enroll their child in the school, the school's licensed ELL pedagogue (Mariam Hashimi) will be available to assist parents through the process and conduct an informal oral interview. The three primary languages that have been identified within the school community are English, Haitian Creole and Spanish. If parents are in need of assistance from a translator, in-house support is provided by staff members.

Part 2: For students whose home language is not English, a licensed pedagogue administers a more in-depth interview with the student, school work and an IEP will be reviewed (if applicable and/or available). Once a home language other than English is determined, the student is eligible to take the NYSITELL.

Part 3: The NYSITELL will determine ELL status and proficiency level of students whose home language is not English. Following the administration of the NYSITELL, the school will inform parents of the NYSITELL results within 5 school days.

Part 4: The Spanish LAB will be administered to all new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The assessments used to identify SIFE students within 30 days of enrollment include an intensive evaluation of student background history upon registration with a licensed pedagogue (Mariam Hashimi/ENL Teacher). In addition student work is evaluated, reading level. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by detailing how a child performs relative to peers of the same age or grade level. Progress/monitoring informs how at-risk students are responding to instruction. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs is determined by the Language Proficiency Team (LPT). The members in the LPT include: a school/district administrator (Marlene Greene/psychologist), IEP Teacher (Mr. Earl Terrill), the student's parent/guardian, and a certified ENL Teacher (Ms. Hashimi). A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is

sent to the principal for review. The timeline to accept or reject the LPT recommendation is equal to 20 days. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the Superintendent. The final decision is made by the superintendent or superintendent's designee. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon NYSITELL results, parents will be notified of student status within 5 school days. A copy of all Entitlement (Entitlement, Continued Entitlement, Non Entitlement, and Non Entitlement/Transition) letters will be sent home. Copies will be maintained in a file in the ESL office and childrens cumulative folder for monitoring purposes. The same applies to HLIS forms and Parent Survey Selection forms. HLIS forms are completed and placed in each child's cumulative folders at the time of registration. Parents are informed of their child's initial placement by means of the initial placement and entitlement letters. These letters are sent home in both English and the native language. If a response is required and not received, we will have our translator call the parent at home. A full exchange of phone numbers will be completed between the school translator and the parents, and communication will be encouraged. At the start of the school year and ongoing, the ESL teacher and the bilingual supervising school-aide will keep a list of the parents who need translation services so that the school may provide these services to them. The ESL teacher will articulate with the classroom teacher to ensure that these parents are responding to letters, notices, and general communication. Parent survey and program selection forms are stored in the ESL Teachers office, as well as in each child's cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

At PS 245, parents of ELLs are invited to attend a meeting with the ENL Teacher within 10 days of enrollment. At this time the school will notify parents and give information on Parent Selection and Program Placement options, as well as the Re-identification Process. This may be utilized for students who have a home language other than English and are ELLs and non-ELLs. The school will initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL Teacher will hold a record of all Parents who attend and are required to complete a Parent Survey and Program Selection. If a Parent does not complete the Parent Survey and Selection form, several attempts will be made to contact the parent.

9. Describe how your school ensures that placement parent notification letters are distributed.
Parents will be notified in their home language (and English) of a Parent meeting at the school, where translation services will be provided. If a parent should miss the meeting a private meeting will be scheduled to ensure that placement parent notification letters are received and on file. The meeting will include a viewing of the Orientation Video from the Department of Education, which will introduce and describe the three different ELL programs (Transitional Bilingual Education, Dual Language, and English as a Second Language) available in New York City. The licensed ESL Teacher will then further explain and answer any questions parents may have regarding the different ELL programs. Following the video, parents will be asked to complete a Program Survey and Selection form and to select their program choice. The completed Program Selection forms will be on file in the ESL office and also be placed in the Student's cumulative folder. If a parent does not complete the Parent Survey and Selection form, several attempts will be made to contact the parent, if parent does not respond the default program is Transitional Bilingual Education (TBE).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation such as the HLIS and entitlement letters will be on file in the ESL office as well as in the Student's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELLs regardless of grade must take the NYSESLAT. First the Speaking is administered, followed by the Listening, Reading, and finally Writing. The steps taken to ensure all ELLs receive the NYSESLAT include maintaining current ATS reports such as the RLAT and RLCB to identify the students who are required to take the NYSESLAT. These records are kept by the ENL Teacher, in the classroom. This is where the NYSESLAT is administered annually. To ensure all students are administered the four components, files are kept and maintained to track and record completion of each modality by Grade Level.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are sent home with each child as well as kept in the student's cumulative folder with their Grade Level Teacher. Letter will be sent to parents in the language preferred in the beginning of the school year once NYSESLAT scores are received. If a response is required and not received, we will have our translator call the parent at home. A full exchange of phone numbers will be completed between the school translator and the parents, and communication will be encouraged. At the start of the school year and ongoing, the ESL teacher and the bilingual supervising school-aide will keep a list of the parents who need translation services so that the school may provide these services to them. The ESL teacher will articulate with the classroom teacher to ensure that these parents are responding to letters, notices, and general communication. Parent survey and program selection forms are stored in the ESL Teachers office, as well as in each child's cumulative folder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
According to past Parent Survey and Program Selection forms, the trend in program choice reveals that parents are in favor of English as a Second Language at P.S. 245. For the 2013 - 2014 school year, 100% of parents have selected English as a Second Language after viewing the Orientation Video and attending the parent meeting. At the present time, a freestanding English as a Second Language Push-in/Pull-out model is offered at P.S. 245. If enough parent Program Selection forms were to indicate a different program, every effort would be made to open a new program (Dual Language and/or Bilingual). If a parent chooses another program, every effort is made to find a suitable program and the parent would be given the opportunity to visit another program and make a final decision. Based on the completed Program Choice forms, the program model (English as a Second Language) is in alignment with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The organization models include push-in, pull-out, and collaborative. Mainstream classes are heterogeneously grouped in grade level configurations and ESL instruction is delivered through a combination pull-out/push-in model. Freestanding ESL students are taught English with native language support, where necessary. Pullout ESL students spend the majority of their day in an English speaking classroom supplemented by English-focused instruction in a small group. The ESL teacher plans with the mainstream teacher to ensure content alignment.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As mandated, all Entering and Emerging ELLs receive 360 minutes per week of ENL instruction by a certified ESL teacher. This is supplemented by the extended day program. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Beginner ELLs will receive a minimum of 180 minutes standalone ENL, as well as 180 minutes of integrated ENL and ELA. Emerging ELLs will receive at minimum 90 minutes of stand alone ENL, as well as 180 minutes integrated ENL and ELA with and additional 90 minutes of either standalone or integrated ENL with ELA or any other content area. Transitioning and Expanding ELLs receive 180 minutes per week of ENL instruction. For Transitioning ELLs, 90 minutes will be integrated ENL/ELA and 90 minutes will be standalone or integrated ENL with ELA or any other content area. Expanding ELLs will receive 180 integrated ENL/ELA or other content area. Transitional ELLs receive 90 minutes of support in integrated ENL/ELA or content area instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
With the Push-In Model, the ESL the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The ESL teacher plans carefully with the general education teacher to ensure Common Core curricular alignment. In the Pull-Out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Content area vocabulary is taught in conjunction with English acquisition. The ESL teacher plans carefully with the general education teachers to ensure Common Core curricular alignment.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Native Spanish students who are designated for ESL services take the Spanish LAB test. Through the use of the Spanish LAB results, language dominance is determined and, as such, the degree of native language support required is determined. Students may take the standardized math and science tests in their native language, as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students will be engaged in lessons that are directed around all four modalities of English acquisition: Reading, Writing, Listening, and Speaking. Students are evaluated monthly in all four modalities through comprehensive analysis by the ESL Teacher. This will be documented and kept in the ESL office. Depending on the student's proficiency level, the appropriate resources will be used to evaluate each modality; Listening, Writing Conventions, and Reading will be evaluated using multiple-choice items; Writing, using an open-ended direct writing assessment; and Speaking, using a performance test.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

- a. At the Present time, P.S. 245 has no SIFE students. However, differentiation and additional scaffolds are in place that would support SIFE students. for example
1. Provides supported reading for students who have difficulty with text material (e.g. reading buddies, taped portions of text, highlighted texts, graphic organizers for distilling text, double entry journals, etc).
 2. Introduces key vocabulary through simple definitions and icons or illustrations.
 3. Provides English language learners with linguistic buddies, dual-language dictionaries, primary language internet sites, and opportunities for primary language usage for learning.
 4. Provides resources at a range of reading levels and at varying degrees of content complexity.
 5. Uses small-group instruction to conduct concept attainment lessons.
 6. Connects enduring understandings (e.g. big ideas) with a variety of student experiences, cultures, interests, and perspectives during discussions.
 7. Uses a variety of techniques to provide participation opportunities for all students to verbally interact (e.g. Think Pair Share, cueing).
 8. Provides varied homework assignments as needed.
 9. Provides opportunities for all students to be actively engaged in tasks.
 10. Models reading strategies and then provides mini-lessons as a follow up.
 11. Forms flexible and fluid instructional groups based on ongoing or formative assessment data.
 12. Provide alternative assignments for students who evidence mastery on formative assessments.
 13. Invites students to propose alternative ways of accomplishing goals.
 14. Uses 'heads up' oral reminders to the class to call student attention to potential trouble spots in their tasks and responses.
 15. Uses regular 'teacher talk' groups as one assessment strategy to gather information about students' progress.
 16. Offers periodic mini-workshops on skills or topics with which students may experience difficulty or on skills or topics designed to push forward the thinking and production of advanced learners.
 17. Offers students the option of working alone or with a partner when feasible.
 18. Uses rubrics with elements and criteria focused on key content goals as well as personalized elements designed to appropriate challenge various learners and cause them to attend to particular facets of the work important to their own development.
 19. Tiers activities when appropriate so that all students are working toward the same goals but at varying levels of difficulty.
 20. Offers varied modes of exploring or expressing learning when appropriate.
- b. The program will target early literacy skills, and the development of oral language proficiency. The instruction will meet the student's level. To start with, the alphabet and phonetic skills will be taught. A great deal of emphasis will be placed on listening and speaking so that the student will understand the basic sounds of the language. The four modalities will be addressed: Speaking: Sentence completion, Storytelling, Picture Description, Social Interaction Listening: Initial Sounds, Picture Identification, Scenarios, Reading: Picture Identification, Picture Identification
- b. For ELLs who have been in US school less than three years (newcomers) instructional materials that support the learning of ELLs will be utilized (ex. materials that are rich in visuals, and maps that include content from a multicultural world and focus on English language development.) Strong use of realia to demonstrate and explain. Language acquisition instruction is linked to content instruction in Social Studies, Science and Math and includes the use of illustrated word walls. The Science and Art Teacher use illustrated word walls to emphasize content vocabulary. Teachers use illustrated Science and Technology Dictionaries and an Illustrated Math Dictionary. Native speakers, literate in their home language, use bilingual dictionaries and trade books. One More
- c. ELL's with 4-6 years of service will receive instruction to reinforce their Reading and Writing skills. They are typically first generation Americans and speak fluent English, but speak another language at home. Instruction will encourage the development to improve their understanding of idiomatic phrases and other English expressions which may not come naturally to them. This is also developed through content area instruction and via articulation with mainstream teacher.
- d. At the present time there are no long term ELL's at P.S. 245. Were there to be any long term ELL's, the program would emphasize writing, academic vocabulary and engagement. Students will be clustered in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated instruction. Students will be engaged in explicit

language and literacy development across the curriculum.

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

Accommodations include:

1. Time extensions (i.e., time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);
4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. Written responses in the native language; and,
7. Third reading of listening selections (only for the State English Language Arts assessments).

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6-12 months, the principal will review the Re-identification Process decision to determine that the students academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of the qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-12 month period. If the principal's decision is the reverse the ELL status, she must consult with the superintendent. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

1. Provides supported reading for students who have difficulty with text material (e.g. reading buddies, taped portions of text, highlighted texts, graphic organizers for distilling text, double entry journals, etc).
2. Introduces key vocabulary through simple definitions and icons or illustrations.
3. Provides English language learners with linguistic buddies, dual-language dictionaries, primary language internet sites, and opportunities for primary language usage for learning.
4. Provides resources at a range of reading levels and at varying degrees of content complexity.
5. Uses small-group instruction to conduct concept attainment lessons.
6. Connects enduring understandings (e.g. big ideas) with a variety of student experiences, cultures, interests, and perspectives during discussions.
7. Uses a variety of techniques to provide participation opportunities for all students to verbally interact (e.g. Think Pair Share, cueing).
8. Provides varied homework assignments as needed.
9. Provides opportunities for all students to be actively engaged in tasks.
10. Models reading strategies and then provides mini-lessons as a follow up.
11. Forms flexible and fluid instructional groups based on ongoing or formative assessment data.
12. Provide alternative assignments for students who evidence mastery on formative assessments.
13. Invites students to propose alternative ways of accomplishing goals.

- Chart
14. Uses 'heads up' oral reminders to the class to call student attention to potential trouble spots in their tasks and responses.
 15. Uses regular 'teacher talk' groups as one assessment strategy to gather information about students' progress.
 16. Offers periodic mini-workshops on skills or topics with which students may experience difficulty or on skills or topics designed to push forward the thinking and production of advanced learners.
 17. Offers students the option of working alone or with a partner when feasible.
 18. Uses rubrics with elements and criteria focused on key content goals as well as personalized elements designed to appropriate challenge various learners and cause them to attend to particular facets of the work important to their own development.
 19. Tiers activities when appropriate so that all students are working toward the same goals but at varying levels of difficulty.
 20. Offers varied modes of exploring or expressing learning when appropriate.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Classroom teachers bear a great responsibility in using high-quality research-based instruction that is differentiated for ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. The RTI is a state mandated general education instruction program model that is used at PS 245. It aims to prevent and gain early intervention through a tiered system of instructional support by adding augmented levels of instructional support to the standard core curriculum.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

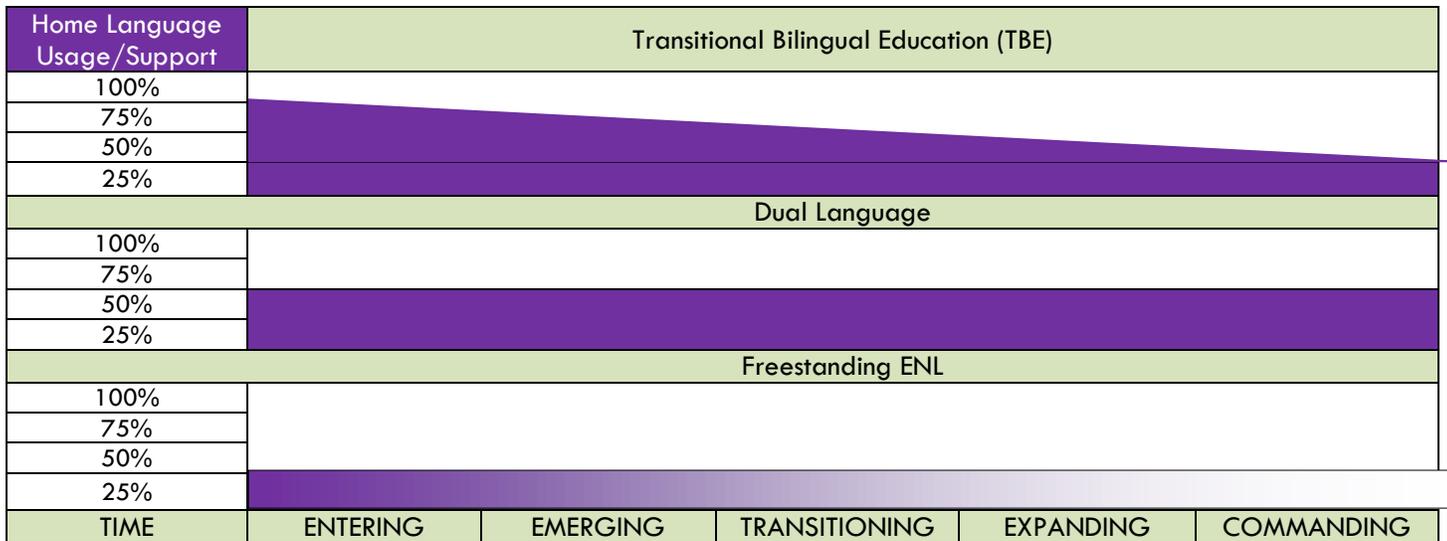


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Some ELLs require supplemental services to achieve proficiency to meet the New York State Standards in language arts and mathematics. The New York State English Language Arts test results show that these learners are weak in the following literacy skills: finding the main idea, sequencing, drawing conclusions, and making inferences. Extended day activities held twice a week to emphasize academic vocabulary development, critical thinking, and writing skills. Preparing for the New York State English State Language Acquisition Test (NYSESLAT) is another important aspect of the program. math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as student participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations, and constructing arguments. The software program JJJ is designed to strengthen math reason skills. Academic Intervention Services (AIS) provide support at the school level for students performing below grade-level expectations. Each team consists of educational professionals who determine academic intervention needs of the students in the school, establish targeted means of assessing students, determine methods for dealing with academic issues, and – most important – monitor on an ongoing basis whether these methods are resulting in increased student learning and achievement. These services are delivered through content (Social Studies, Science, Math, ELA) by Mr. Earl Terrill (3-5) and Ms. Andrine Grant (K-2)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is built on helping Beginning ELLs to build basic interpersonal communication skills so that they may actively participate within the school environment. Day-to-day vocabulary is emphasized and usually context embedded so that it may be meaningful. For ongoing ELLs, academic language acquisition and content area vocabulary within the classroom is scaffolded and introduced to help meet the needs of ELL students. Tools that help include realia, graphic organizers, and music. These tools are used to help ELLs build skills such as comparing, classifying, synthesizing, evaluating, and inferring. The goal of both the Content-Based ENL class is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom in all content areas (Science, Social Studies, Math, ELA). Both approaches have the following features:
- 1 all instruction is done in English;
 - 2 when possible, the child's primary language is used to clarify instruction;
 - 3 English is taught through reading, language arts, math, science, and social studies;
 - 4 there is a strong English language development (ELD) component in every lesson;
 - 5 the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
 - 6 lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.
12. What new programs or improvements will be considered for the upcoming school year?
- P.S. 245 will have a Title 3 program that will be implemented, as well as an after school program following extended day Tuesdays and Thursdays. :
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are invited to participate in all programs offered at the school, including morning tutorials, after school enrichment, after school homework/recreation programs, trips, art performances, museum visits, and shows. Students and parents are invited directly through classroom teachers to participate in the program. A note, school handout, or flyer is sent to families requiring permission for students to participate.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional Materials and support include: rich visuals, maps, content from around the world (multi-cultural realia) used to demonstrate and explain concepts that are abstract and difficult to understand, sheltered English for Science and Social Studies, graphic organized and scaffolding support, students work in dyads and triads, use of charts to break down content. Computer programs include "RAZ Kids" and "MYoN", both which offer trade books with captions and audio enhancement levels A-Z.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language instruction is delivered through bilingual dictionaries, bilingual glossaries, bilingual libraries and texts, magazines and newspapers, computer software, audio-tapes, and Scholastic News bilingual editions.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELLs receive the necessary appropriate and required support based on their age and grade level. Support staff is provided through Teachers College to ensure all services/resources support and correspond to ELLs ages and grade levels. In addition the Math program (Go Math) provide additional scaffolds for ENL Students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We do not currently have any programs.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
A minimum of fifteen percent of the required professional development hours will be dedicated to language acquisition and ELL instruction for all staff, including: common branch teachers, ENL teachers, subject area teachers, paraprofessional, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. For all ENL Teachers, PD will be guided and directed by the District (Brooklyn South ELL Support Team) once a month, and information will be turnkeyed at the school building on Monday afternoons between 2:40-3:50pm. In addition, ELL Professional Development will be provided by Teachers College and turnkeyed to all staff members.
Professional Development :
September 18 : Understanding ELLs: Reaching educator's hearts and minds (Part 1) - Brooklyn South ELL Support Team
October 22: Understanding ELLs: Reaching educators' hearts and minds (Part 1) -Brooklyn South ELL Support Team
October 23: English Language Learners: Ways to use nonfiction texts to develop oral language and support informational reading - Teachers College

Additional (projected) TC PD:
Supporting ELLs x3
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional Development is provided for all personnel who work with ELLs, including paraprofessionals, guidance counselors, psychologists, speech therapists, librarians, coaches, secretaries, and the Parent Coordinator. Professional Development is offered as part of the bi-weekly planning sessions with an Teacher's College consultant, as well as the ELL workshops conducted to meet the mandated training for mainstream teachers and special education teachers. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling. Staff is also encouraged to attend Teachers College trainings and OELL workshops throughout the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - Emphasize positive aspects of middle school. With the move will come more opportunities for individuality and freedom. Students will have increasing choice in elective courses and extracurricular activities. There will be more opportunities to find friends with common interests.
 - Teach study skills. Help your child begin to self-regulate by breaking down large tasks into manageable pieces and providing (or asking the teacher to provide) guidelines so students can monitor their own progress. Help familiarize your child with using an agenda/assignment book to keep track of daily and long-term assignments.
 - Scheduled assemblies informing students of middle school, applications, and additional information about their new school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
A minimum of fifteen percent of the required professional development hours will be dedicated to language acquisition and ELL instruction for all staff, including: common branch teachers, ENL teachers, subject area teachers, paraprofessional, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. For all ENL Teachers, PD will be guided and directed by the District (Brooklyn South ELL Support Team) once a month, and information will be turnkeyed at the school building on Monday afternoons between 2:40-3:50pm. In addition, ELL Professional Development will be provided by Teachers College and turnkeyed to all staff members.
Professional Development :
September 18 : Understanding ELLs: Reaching educator's hearts and minds (Part 1) - Brooklyn South ELL Support Team
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Additional (projected) TC PD:
Supporting ELLs x3

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school will provide annual individual meetings with parents of ELLs to discuss the goals of the program on Tuesday afternoons from 2:40 - 3:20, language development progress, language proficiency assessment results, and language development needs in all content areas at least once a year. In addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians. Translation services are available through the Language Translation Interpretation for all families who require translation at meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All ELL related documents will be maintained in an ELL Folder of Critical Documents in the ENL Teacher's office. Records for annual individual meetings, as well as any other outreach, will be kept and stored alongside each student's ELL related documents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are invited to attend class with their children, PS 245 will be participating in a "Family as Learners" plan. Families will be invited to visit their child's classroom to see the strategies that are taught to the students. At the completion of classroom visits, parents will be invited to attend a workshop on the Common Core Standards. ELL parents are invited to participate class trips, and volunteer to assist with special events such as the Unity Walk and the Penny Harvest Drive. There are parent meetings which take place throughout the school year. In September and October there are Orientation meetings for ELL parents to introduce them to the school, the curriculum and other extracurricular events. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

All notices of district/city workshops are disseminated to ELL parents. Translation and interpretation services are provided in-house to address parental language needs. The Services of the Department of Education are utilized in the event that an in-house staff member may not be present. The ESL teacher regularly consults with teachers and the office staff to ascertain whether parents are returning letters, notices, and other communications that have been sent home. Written documents and information are translated in-house for immediate use. Department of Education translation services are used for translations, as well as the translation abilities of the school staff.

5. How do you evaluate the needs of the parents?

Parent needs are determined through contact at Parent Orientation Meetings, Parent Association Meetings, and Teacher Conferences. These needs are passed along to the principal and ideas are presented to the committee for consideration.

6. How do your parental involvement activities address the needs of the parents?

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

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

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Erica N. Williams	Principal		10/29/15
N/A	Assistant Principal		10/29/15
Lynnette Bradshaw	Parent Coordinator		10/29/15
Mariam Hashimi	ENL/Bilingual Teacher		10/29/15
Jessica Bennett	Parent		10/29/15
Earl Terrill	Teacher/Subject Area		10/29/15
Andrine Grant	Teacher/Subject Area		10/29/15
	Coach		1/1/01
	Coach		1/1/01
Alecia Grant	School Counselor		10/29/15
Julia Bove	Superintendent		10/29/15
Christine Etienne	Borough Field Support Center Staff Member _____		10/29/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K245** School Name: **PS 245**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Haitian Creole, Bengali, and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Calendars, Parent-Teacher Conference Announcements, After School Programs, School Notices

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September: Parent Teacher Conferences (9-17-15)

October : Unity walk (10-16-15) +Character Celebration (10-30-15)

November: Parent Teacher Conferences (11-5-15)

December: Holiday Show (12-16-15 and 12-17-15)

February: Black history celebration (2-12-15)

March: Parent teacher conference (3-3-15)

April: Family Game Night (4-21-15)

May: Parent Teacher Conferences (5-12-15) +Spring Fling (5-27-15)

June: Field Day (6-10-15)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parents receive notifications in their home language and are given the opportunity to advise us in advance if they need translation services in the form of an interpreter for meetings or events.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translation and interpretation services are provided in-house to address parental language needs. The Services of the Department of Education are utilized in the event that an in-house staff member may not be present. The ESL teacher regularly consults with teachers and the office staff to ascertain whether parents are returning letters, notices, and other communications that have been sent home. Written documents and information are translated in-house for immediate use. Department of Education translation services are used for translations, as well as the translation abilities of the school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff member are given information about the Translation and Interpretation Unit to improve the way we communicate and engage with limited-English-proficient parents of the families at PS 245. Information is given with direct information and distributed at staff meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 245 will use the Parent Survey to gather feedback from parents on the quality and availability of services.