

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	31R045
School Name:	P.S. 045 JOHN TYLER
Principal:	CHRISTINE CHAVEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The John Tyler School School Number (DBN): 31R045
Grades Served: PK-5
School Address: 58 Lawrence Ave
Phone Number: 718-442-6123 Fax: 718-442-4141
School Contact Person: Jamie Rice Email Address: Jrice5@schools.nyc.gov
Principal: Ms. Christine Chavez
UFT Chapter Leader: JeanMarie McInerney
Parents' Association President: Rikisha Hughes-Burke
SLT Chairperson: Alice Matthis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Johanna Gilbert
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, NY
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-420-5677

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)
Christine Chavez	*Principal or Designee	
Nicole Vega	*UFT Chapter Leader or Designee	
Sandy Sims	*PA/PTA President or Designated Co-President	
Diane Graffeo	DC 37 Representative (staff), if applicable	
Johanna Gilbert	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>	
Kim McLoughlin	CBO Representative	
Christine Chavez	Member/ CSA Representative	
Erin Jansky	Member/ Teacher	
Olta Minenna	Member/ Teacher	
JeanMarie Mcinerney	Member/ Teacher	
Jennifer Armitage Lawson	Member/ Parent	
Marie Bresowsky	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Suzanne Gordon	Member/ Parent	
Alice Matthis	Member/ Parent	
Nicole Tolnes	Member/ Parent	
Johanna Gilbert	Member/ Parent	
Richard Kuberski III	Member/ Teacher	
Christie Abenante	Member/ Teacher	

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.

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

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

Based on the feedback provided in the 2013 - 2014 Quality Review, P.S. 45 earned a well-developed in offering an interesting and challenging curriculum, assessing what students are learning, and communicating high expectations to students and staff members.

For the 2015-2016 School Year we have identified three goals:

1) Students will experience lessons that are clear, purposeful and provide multiple paths to understanding.

2) Students continually assess and improve the quality of their work through the use of tools, reflection and feedback.

3) Our school is characterized by safety, kindness, and the joy in learning.

In order to fulfill these goals, P.S. 45 has partnered with the Professional Learning Collaborative (PLC) The PLC, in conjunction with the United Federation of Teachers and the NYC Department of Education, provides an intense, on-site and off-site training where staff members learn how to work with and provide tools to help students monitor and regulate their behavior.

In addition we have partnered with the Core Collaborative led by Paul Bloomberg.

This partnership supports our schools' instructional focus of engaging all students in rigorous and standards-based instruction each and every day, Paul Bloomberg of The Core Collaborative will help our teachers build the knowledge and skills necessary to unpack the Common Core Learning Standards in order to increase teacher clarity and improve student outcomes.

Intended Outcomes:

As a result of this partnership, our teachers will be able to:

- Access the learning progressions of the CCLS as entry points into learning and build fluency and flexibility in using the CCLS for planning for teaching and learning.
- Identify the characteristics of an assessment capable learner.
- Describe what it means to teach with clarity and its relationship to the formative assessment process.
- Determine next steps in our goal of developing assessment capable learner

31R045 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	896	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	66.1%	% Attendance Rate		92.3%
% Free Lunch	66.7%	% Reduced Lunch		4.3%
% Limited English Proficient	7.2%	% Students with Disabilities		22.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		20.7%
% Hispanic or Latino	43.1%	% Asian or Native Hawaiian/Pacific Islander		4.8%
% White	29.4%	% Multi-Racial		1.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.15	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	28.6%	Mathematics Performance at levels 3 & 4		34.1%
Science Performance at levels 3 & 4 (4th Grade)	75.2%	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		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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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.

Over the last three years at PS 45, our students have shown tremendous growth in acquiring literacy skills in grades K-3. This is the result of putting in place a rigorous ELA curriculum framework with the Teachers College Reading and Writing Program. This framework enabled teachers to provide whole group, small group, and individualized learning experiences for all students. Through this framework, we are able to develop a range of tools, strategies, and practices that allowed students to improve their literacy skills in reading and writing.

Our end of year data for 2014-15 shows us the following:

K: 63.76% of students are at or above grade levels in reading

1st: 59.63% of our students are at or above grade levels in reading (increase of 2% from September of 2014)

2nd: 54.84% of our students are at or above grade levels in reading (increase of 8% from September of 2014)

3rd: 50.7% of our students are at or above grade levels in reading (an increase of 1% from September 2014)

However, this does not translate to 4th and 5th grades. The percentage of students who are at or above grade level drops by 9 percentage points in 4th grade and plateaus in 5th grade. Based on this data we need to examine why our ELA practice is not meeting the needs of our upper elementary students.

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 the end of the 2015-2016 school year, 90% of student lessons will contain a clear, measurable objective/ target, and a properly matched formative tool to assess student mastery.

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>Targeted Professional Development Cycle #1 - "Assessment is learning" Teachers will use CCSS success criteria derived from Common Core State Standards learning progressions as a method for creating "just right" formative assessment and creating explicit instructional pathways to support a UDL, goal setting, and self-regulation.</p>	<p>Teachers, Students</p>	<p>Sept 2015/ February 2016</p>	<p>Professional Development Team, Principal, Assistant Principals, Lead Teachers.</p>
<p>Targeted Professional Development Cycle #2 - Teachers working in grade level teams using student data/ work samples tied to a focus standard. Teachers would evaluate the work against the following criteria: Is the work/ task aligned to the learning target? Does the work/ task assess at the right cognitive level? How does the student know that they met the target?</p>	<p>Teachers, Students</p>	<p>November 2015/ March 2016</p>	<p>Professional Development Team, Principal, Assistant Principals, Lead Teachers.</p>
<p>Professional Development with Teachers College Staff Developers – Ongoing support aligned to student engagement</p>	<p>Teachers, Students (SWD, ELL, GE)</p>	<p>Sept 2015 – June 2016</p>	<p>Professional Development Team, Principal, Assistant Principals, Lead 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>										
<ul style="list-style-type: none"> • Substitute teachers will be needed to cover teachers that attend on-site and off-site training. • Prep changes will be needed for on-site professional development with Teachers College personnel. • Teachers College – (2) Staff Developers 										
<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

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.

Mid-point benchmarks:

Advance Data shows that 85% of teachers are rated effective in 1a, 1e, 3d

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.

• According the 2013-2014 NYC School Survey 87% of teachers and parents were satisfied with school culture. This number was 4 points below the city-wide average for all elementary schools. Additionally, 71% of the teachers felt supported to a greater extent or to some extent by the principal. This year we would like to improve in this area so that 80% of teachers feel supported by the principal to some extent or to a greater extent. In addition, according to the NYC DOE School Quality Snapshot, only 62% of our school's staff would recommend this school to other parents. Based on these measures, we would like to see growth in the percentage of teachers who would recommend this school to other parents. This would be achieved by addressing the following areas:

Communication with staff - Involvement of all relevant faculty in discussions about students with academic and/or social/emotional learning.

Communication with students- Consistently utilize the SOAR matrix in all aspects of the school community. This includes shared practices and consistent language used by all staff in order to increase effectiveness.

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.

By the end of the 2015-16 school year, there will be a 5% reduction in Level 3, 4, and 5 OORS reports.

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>
<p>Therapeutic Crisis Intervention Services (TCIS) training for all new staff members as well as staff not previously trained provided by the Professional Learning Collaborative. On-going support provided by PLC personnel. This ongoing support and professional development is provided to encourage open communication between teachers and administration in a confidential manner.</p>	<p>All new staff</p>	<p>Sept 2015 – June 2016</p>	<p>PLC Personnel, School based PLC Team (see next bullet point), administration</p>
<p>School based PLC team to facilitate and address trends and cycles identified by SWIS data. This PLC team develops school-wide incentives that encourage positive behavior which thus impacts school culture. School based PLC team members are the liaisons between their fellow staff members and administration. Staff members can report concerns to the liaisons confidentially. These concerns are addressed at bi-monthly PLC Team meetings.</p>	<p>Entire School Community</p>	<p>Sept 2015 – June 2016</p>	<p>PLC Team</p>
<p>Staff members attended the Second Annual PLC Retreat where they will learn new strategies to support social/emotional learning. These staff members will pilot new strategies and monitor their effectiveness before the rest of the staff is trained.</p>	<p>Students</p>	<p>December 2015- June 2016</p>	<p>PLC Team</p>
<p>A Professional Development (PD) Team will monitor, revise and evaluate where additional support/training is needed. The PD team meets every other month and is comprised of a representative from every grade as well as a cluster teacher.</p>	<p>Teachers</p>	<p>Sept 2015 – June 2016</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>										
<ul style="list-style-type: none"> • Substitute teachers will be needed to cover teachers that attend full day training. 										
<ul style="list-style-type: none"> • Prep changes will be needed for on-site professional development with IUB personnel. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>		<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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 the end of the 2015 calendar year, there will be a 5% reduction in Level 3, 4, and 5 OORS reports

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.

Over the last three years at PS 45, our students have shown tremendous growth in acquiring literacy skills in grades K-3. This is the result of putting in place a rigorous ELA curriculum framework with the Teachers College Reading and Writing Program. This framework enabled teachers to provide whole group, small group, and individualized learning experiences for all students. Through this framework, we are able to develop a range of tools, strategies, and practices that allowed students to improve their literacy skills in reading and writing.

Our end of year data for 2014-15 shows us the following:

K: 63.76% of students are at or above grade levels in reading

1st: 59.63% of our students are at or above grade levels in reading (increase of 2% from September of 2014)

2nd: 54.84% of our students are at or above grade levels in reading (increase of 8% from September of 2014)

3rd: 50.7% of our students are at or above grade levels in reading (an increase of 1% from September 2014)

However, this does not translate to 4th and 5th grades. The percentage of students who are at or above grade level drops by 9 percentage points in 4th grade and plateaus in 5th grade. Based on this data we need to examine why our ELA practice is not meeting the needs of our upper elementary students.

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.

90% (243 out of 270 students - Level 1,2,3,4) of students in grades 4 & 5 will increase their reading level by one year's progress as measured by TC Running Records.

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>Targeted Professional Development Cycle #1 - Creating and Implementing Impact Teams</p>	<p>Teachers, Students (SWD, ELL, GE)</p>	<p>Sept 2015 – February 2015</p>	<p>Principal, Assistant Principal, Professional Development Team</p>
<p>Targeted Professional Development Cycle #2 – Looking – Teachers working in grade level teams using student data/ work samples in order to design more effective, engaging, learning</p>	<p>Teachers, Students (SWD, ELL, GE)</p>	<p>November 2015 – March 2015</p>	<p>Principal, Assistant Principal, Professional Development Team</p>
<p>Professional Development with Teachers College Staff Developers – Ongoing support aligned to questioning and discussion in Reading and Writing Workshop</p>	<p>Teachers, Students (SWD, ELL, GE)</p>	<p>Sept 2015- May 2016</p>	<p>Principal, Assistant Principal, Staff Developer</p>
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Conduct parent workshops (Math Morning and Read Aloud morning on an alternating bimonthly basis followed by a parent workshop provided by the ELA Staff Developer / math liaison) • Providing materials and training to help parents work their children to improve their achievement level in math (Common Core parent resources, Envision Math family letters for each topic) • Parent online access to Envision Math in English and Spanish • Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress (topic test results communicated to parents shortly after test administration, parent access to student activity on Envision Math website, School Messenger phone system communicating weekly announcements and attendance to parents.) • Providing assistance to parents in understanding City, State and Federal standards and assessments (PTA meetings, Parent Teacher conferences, Data Specialist and Parent Coordinator) 			

<ul style="list-style-type: none"> • Maintaining a parent resource center/area <p>Developing, maintaining and distributing a school newsletter and website designed to keep parents informed about school activities and student progress (e-Chalk – school website for parents to retrieve class and school updates.)</p>			
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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> <ul style="list-style-type: none"> • Substitute teachers will be needed to cover teachers that attend on-site and off-site training. • Prep changes will be needed for on-site professional development with Teachers College personnel. • Materials and Resources <p>External Staff Developers - i.e. Teachers College Reading and Writing Project</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> <p>90% (243 out of 270 students - Level 1,2,3,4) of students in grades 4 & 5 mid-level benchmarks indicate one half year's progress as measured by TC Running Records</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

- 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.

Based on the feedback provided in the 2013-2014 Quality Review an area of need was in 4.1 – Deepen teacher development practices through the expansion of tailored professional development that results in enhanced instruction and professional growth. Specific feedback in this area was “although measurable school goals are created by school leaders whereby teachers self-select...goals are not yet connected to improved student pedagogy.” As a response to this feedback, at the beginning of the 2014-15 school year, we asked teachers during their Initial Planning Conference to create a student learning goal tied to questioning (3b), engagement (3c), or assessment (3d). In turn, administration provided feedback directly tied to the teacher’s student learning goal in the subject area observed.

For the upcoming school year we plan to focus observation feedback in the same manner. However, feedback and next steps will be geared towards transferring proficient practices to support the following school goals:

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–Effective School Leadership. 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, 100% of the teaching staff will receive specific feedback aligned to the student learning goal established during the Initial Planning Conference. This feedback will result in a 5% increase in the number of students meeting or exceeding one years' growth of learning in our school's CCLS focus standards in ELA and Math.

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 parent leadership and engagement as a key lever for school improvement. 	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?
Initial Planning Conferences – Teachers select student learning goal aligned to Danielson Clusters 1 and 5.	Teachers	Sept 2015	Principal, Assistant Principals
Prescribed observation and feedback cycle- Specific Timely and measurable feedback to teacher’s specific learning goal aligned to Danielson Clusters 1 and 5.	Teachers	Sept 2015/ May 2016	Principal, Assistant Principals
Weekly Advance meeting – Administrative team meets to discuss weekly teacher observations, norm expectations, discuss teacher feedback and, timely-bound next steps	Teachers	Sept 2015/ May 2016	Principal, Assistant Principals
Three 3 day PD sessions with Paul Bloomberg from The Core Collaborative. – Plus weekly Targeted staff development based on the work of Impact teams to aligned to the schools designated CCSS Focus Standards in ELA, and Math, .	Teachers	Sept 2015/ May 2016	Principal, Assistant Principal, Professional Development Team

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.											
<ul style="list-style-type: none"> • Substitute teachers will be needed to cover teachers that attend on-site and off-site training. • Prep changes will be needed for on-site professional development with Teachers College personnel. • .External Staff Developers - The Core Collaborative 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.
Mid-point benchmarks:

Advance Data shows that 100% of teacher observations provide specific actionable feedback directly connected to student learning goals

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

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

Part 2 – Annual Goal

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.

By the end of the 2015-2016 school year, 100% of our K – 5 students and their families will participate in workshops, residencies and other coordinated services designed to foster and strengthen family and community ties.

Part 3 – Action Plan

<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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Grades K-5 will participate in arts residencies with Marquis Studios artists. Each grade will participate in some form of the arts for at least one cycle (10-12 weeks) that will be connected to another subject. Marquis Studios will also</p>	<p>All students K-5 (including SWD, ELL, GE) and parents.</p>	<p>September 2014-June 2015</p>	<p>Marquis Studios artists, teachers, administration.</p>

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

Part 4 – 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.											
Grants were written to pay for residencies with Marquis Studios. Schedule adjustments made to support Marquis Studios and YMCA Swim Program. NY Cares provides funds and volunteers.											
Part 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.
Surveys will be completed at the end of each arts residency by teachers. A presentation will be held after each arts residency as well.
Part 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)	2013 - 2014 NYS Test Scores; Independent Reading Level taken from TCRWP Assessment Pro; teacher observations	Reading Volunteers Wilson Reading Foundations New Heights Guided Reading Leveled Literacy Intervention Words Their Way Great Leaps RAZ Kids	Small groups One to One	School Day
Mathematics	2013 - 2014 NYS Test Scores; Pearson Envision Math overall average; teacher observations	Fluency drills, step-by-step problem solving	Small groups One to One	School Day
Science	2013 - 2014 NYS Test Scores; Independent Reading Level taken from TCRWP Assessment Pro; teacher observations	Guided Reading groups - Non Fiction Leveled Literacy Intervention - Non fiction Science Lab to engage in differentiated experiments and small group instruction based on areas of need population	Small groups One to One	School Day

<p>Social Studies</p>	<p>2013 - 2014 NYS Test Scores; Independent Reading Level taken from TCRWP Assessment Pro; teacher observations</p>	<p>Guided Reading groups - Non Fiction</p> <p>Leveled Literacy Intervention - Non fiction</p> <p>Social Studies Core Curriculum</p> <p>allows for differentiated instruction for the themes of each grade</p>	<p>Small groups</p> <p>One to One</p>	<p>School Day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Positive Behavior Intervention Supports (PBIS) referrals in SWIS; OORS data; teacher referrals.</p>	<p>Positive Reinforcement Behavior Management System</p> <p>Positive reinforcement of desired behaviors (bringing back homework, daily behavior notes, treating others with respect, volunteering, participating in activities.)</p> <p>Peer mediation – Ad-hoc groups are assembled on a daily basis to diffuse situations that may have resulted in verbal or physical altercations.</p> <p>Counseling: Bereavement, Divorce, Domestic Violence, Abuse</p> <p>Weekly group discussions that center around current school-wide social issues that may affect subgroups of the student</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>School Day</p>

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.
<p>P.S. 45R attracts highly qualified teachers through the UFT process of Open Market Hiring where experienced, highly qualified teachers are able to post their resumes on the New York City Department of Education website to get a job in another school, district or borough of New York City that is different from their current school appointment. P.S. 45R also recruits new teachers through an interview process and selection committee.</p> <p>The administration is working to ensure that all new hires and current staff are working in their license area. If a teacher is not working in their license area, they are offered support to become highly qualified or they will be reassigned to work in another position where they are highly qualified.</p>

2b. High Quality and Ongoing Professional Development

Describe the 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).
<p>High quality and ongoing professional development for teachers, principals and paraprofessionals (and where appropriate, pupil services personnel, parents and other staff) to enable all children in the school to meet the State's student academic standards. Such professional development includes:</p> <ul style="list-style-type: none"> • Envision Math • Teachers College (on-site and Calendar days at Teacher's College) • CFN 409 workshops (Principal, Assistant Principal, Instructional Leads) • NCLB • Special Education study groups • Grade level meetings • Professional development study groups on Monday afternoon

- Instructional walkthroughs
- Interclass visitations
- Partnership with P.S. 22R - visitations to observe best practice in UDL
- Therapeutic Crisis Intervention (TCI)
- Foundations
- Art and Music residencies

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

Tours for feeder CBOs and prospective students

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.

<p>Shared decision making</p> <ul style="list-style-type: none"> ● Grade leader meetings (cross grade) ● Analysis of pre/post assessment data ● Monthly grade meetings with administration, staff developer and data specialist ● Common planning time <p>On-site PD days with TCRWP staff developer</p>
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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	477,552.00	x	11,14,17,22
Title II, Part A	Federal	72,462.00	x	20
Title III, Part A	Federal	11,200.00	x	22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,672,017.00	x	11,14,17,20,22

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.

Public School 45: The John Tyler School

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 45R**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 45R]** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- supporting or hosting Family Day events
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions

- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn

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>PS45 The John Tyler School</u>	DBN: <u>31R045</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: _____
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>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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: Our Title III after school program provides direct instruction which supplements the mandated minutes of ESL instruction students are receiving during the regular school day. This program is offered to selected ELL students in grades kindergarten through five. The program will run from January 7, 2015 to May 7, 2015 every Wednesday and Thursday. It will begin at 2:40 and end at 4:40pm. The instruction for the Title III after school program will be taught by two certified ESL teachers.

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _

Our professional development for Title III teachers includes staff development from Teachers College and Imagine Learning. Staff developers from Teachers College are scheduled to visit the school to hold professional development for the staff in the content areas of reading and writing where strategies to assist ESL students will also be offered. In addition, staff developers from Imagine Learning will offer our teachers professional development on how to implement new features of technology program to help support our ELLs during the after-school program. ESL teachers will also attend professional development workshops offered by our network that highlight instructional strategies and best practices for ELLs.

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

Imagine Learning Professional Development-How to effectively implement the new features of this program to support ELLs in our school.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ In order to support staff to assist our ELLs as they transition from elementary school to middle school, our parent coordinator, Maryann Poli and our guidance counselor, Libby McPike assist our ELL's and their families throughout the process of this transition. They ensure that important documents are translated into the students' home language and provide translators if needed. An open door policy is maintained for parents who may have questions or concerns. Our school offers many activities for the parents of English Language Learners in order to promote academic achievement among ELLs. P.S. 45 has a full service parent center, in which families can attend workshops given by our ESL teachers, Literacy Coach, Guidance Counselor and Parent Coordinator. We utilize our bilingual staff to make content at parent meetings accessible to all. Each month we invite the parents of ELLs to attend our Read Aloud Morning and Math Morning. These events highlight best practices in our classrooms as well as develop an open door policy between our ELL parents and their child's classroom environment. Parents are encouraged to play interactive math games with their children. These games reinforce mathematical strategies taught in class. During these special days, their visits are followed by ELA and math workshops offered by our reading specialist, Maria Vaccaro, and our Data Specialist/AIS provider, Jennifer Pannunzio. These workshops will NOT be funded by the Title III budget. With the help of our bilingual staff, parents of general education students and those of English Language Learners will learn about practical reading, writing and mathematical strategies they can assist their children with at home. There is also a PTA meeting held once a month. Families are also notified in a variety of ways of upcoming events in both English and Spanish. Flyers and school calendars are sent home with students, posted in our office and available on our schools website.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 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 31	Borough Staten Island	School Number 045
School Name John Tyler		

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 Christine Chavez	Assistant Principal Jaime Rice
Coach Maria Vaccaro	Coach
ENL (English as a New Language)/Bilingual Teacher Maria Perri	School Counselor Libby Elias
Teacher/Subject Area	Parent Israel Sandoval
Teacher/Subject Area	Parent Coordinator Maryann Poli
Related-Service Provider Myra Staniszewski	Borough Field Support Center Staff Member
Superintendent	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
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	1
Number of certified ENL teachers <u>not</u> 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)	905	Total number of ELLs	66	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	<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

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
Dual Language	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	66	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		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	57	0	13	9	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0				0
TOTAL	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																			
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	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	18	10	9	6	5	7								0
Chinese				1		1								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian	2													0
Other	2	2	1		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)	0	0	1	1	0	1								0
Emerging (Low Intermediate)	1	1	0	0	0	1								0
Transitioning (High Intermediate)	1	2	0	0	0	1								0
Expanding (Advanced)	12	5	5	3	1	2								0
Commanding (Proficient)	9	4	4	3	5	3								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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	9	4	4	3	5	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	0	0	0
4	4	1	0	0	0
5	4	1	0	0	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	5		2		0		0		0
4	3		2			1			0
5	6		1		0		1		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	1		2		2		0	1	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.
 - During the 2015-2016 school year, early literacy skills of our ELLs were assessed using parts of TCRWP, Concepts of Print and Running Records. For the 2016-2017 school year, early literacy skills of ELLs will be assessed by the use of TCRWP, Concepts of Print, Running Records and TCRWP Letter/Sound Recognition. The trends noted on the ELL data are that our ELLs need more support with letter sounds, blending of real and nonsense words, vocabulary and spelling. This information will help inform the school's instructional plan by providing a framework for what is needed during the word study portion of the reading block. Also for differentiation in the classroom, teachers of ELLs will support our K through 2nd grade classes by using Foundations and Words Their Way to further develop letter/sound correspondance, vocabulary and spelling. At the end of the 2014-2015 school year, as measured by TCRWP IRL, 60.87 % of kindergarten ELLs, 50% of first grade ELLs , and 0% of second grade ELLs were at or above grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - Each year, student progress toward developing English language proficiency is measured using the NYSITELL, ELL Interim Assessments and the NYSESLAT. For the 2014-2015 school year, these assessments reveal that 5 % of our ELL students are entering, 5% emerging, 6% transitioning, 42% expanding, and 42% commanding; the majority of our beginners are in kindergarten and/or first grade and with each year of service, students progress to higher proficiency levels. This year's data reveals that 35% of all our ELLs in grades 2-5 are at the expanding level and 48.4% in grades 2-5 achieved commanding level. NYSITELL data for incoming kindergarten students show 5 testing in at the expanding level, 2 at transitioning level, and 3 at entering. We also have 1 student in second grade, 1 in fourth, and 1 in fifth who testing at the entering level using NYSITELL. Our NYSESLAT data revealed 28 students at comanding level, 3 at entering, 3 at emerging, 4 at transitioning, and 28 at expanding level.

According to the data for NYSITELL and NYSESLAT 2014-2015 school year, the ELL population decreases as the grade increases. It can also be noted that regardless of grade and proficiency, students score highest on the listening and speaking portion of the assessments. On the contrary, most students scored their lowest marks on the reading and writing part of the tests. Based on these results, instruction will be adjusted accordingly.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3.

Information gathered from the Annual Measurable Achievement Objectives is used to increase English proficiency of limited English proficient children. We look closely to see how students are making progress by advancing one proficiency level, making gains of 43 points, and/or scoring at the transitioning level per the NYSESLAT. We also monitor those students attaining English language proficiency per the NYSESLAT by scoring proficient in all four modalities of the exam.

In the past, we have used the NYSESLAT modality analysis to develop a curriculum that incorporates ESL methodologies such as Whole Language, Cooperative Learning and Total Physical Response to facilitate learning for ELLs. The use of specially designed language development programs such as Words Their Way and Amazing English will be continued.

4. For each program, answer the following:

- a. What are the patterns across 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 performance levels and grades reveal that Ells who have taken exams in the home language have scored significantly higher, levels 3 and 4. These students, however, have come to us in the upper grades with a solid foundation in their native language. Our Ells who have been in the United States for some time and are now in testing grades often are no longer competent academically in their native language and are unable to take state tests in their first language. They are, however, provided with the exam in both languages and are encouraged to use them in a way most comfortable to them. Data shows that Ells taking state exams in English across grades 3, 4, and 5 scored at levels 1 and 2. In mathematics, students in grades 3, 4, and 5 likewise scored primarily at levels 1 and 2. We had 1 student take the math exam in the native language and he scored at level 3. We also had one Ell student score level 4 in math taking the exam in English.

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

c. Through the Periodic Assessments, we are able to plan instruction to better suit the needs of our students. We have learned that a greater emphasis needs to be placed on strengthening our students' reading and writing skills. The ENL teacher uses pictures, posters, maps, big books, realia, picture dictionaries, and multimedia support in order to make the content more comprehensible. We will continue the use of graphic organizers to improve reading comprehension and organize ideas for writing. Students will look for cognates to aid in decoding and meaning and vocabulary will be pre-taught. Importance will be placed on choosing teaching texts that make content more accessible to ELLs and teachers will scaffold academic language to support student's participation in the content areas. We will also continue to differentiate instruction in order to support student's prior knowledge, learning abilities, and language needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

5. In using data to guide instruction for ELLs within the RtI framework, our school draws on multiple sources of information to understand if our students are struggling in the classroom. We take into consideration the child's English and home language literacy, the number of years the student has received ENL instruction, NYSESLAT results, teacher and/or parent request and sample work of student in English and native language if possible. Using the RtI model, our intervention for instructional support is as follows:

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

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

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

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

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

- referral for evaluation with the School Assessment Team.

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

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

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

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

- 42% of our students became proficient and tested out of the program; 5 are students with IEPs
- 42% of students progressed to the expanding level; 10 have IEPs
- 6% of our ELLs are at the transitioning level; 1 has an IEP
- 10% of students in grades K and 1 are at the entering and emerging levels.

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

Part IV: ELL Identification Process

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

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.

1. ELL students are first identified according to the information provided by the Home Language Identification Surveys (HLIS) completed at registration by parents/guardians. Registration for incoming kindergarten classes are scheduled by appointment by the school secretary and we have 2 licensed ENL teachers, Maria Perri and Anna Kaleci and a data specialist pedagogue, Jennifer Pannunzio who are available during the registration process to assist parents in completing the HLIS. Our three trained pedagogues ensure that parents are given the survey in their native language and conduct parent and student interviews. The ENL coordinator, Maria Perri, assists parents in completing the HLIS, conducts the informal oral student interview to initially determine language proficiency, and administers the NYSITELL as needed. We also have bilingual pedagogues in the school, Olta Minenna and Anna Kaleci who speak Albanian and Omar Hassam who speaks Arabic and are available for translation if needed. Our ENL teacher, Maria Perri holds a bilingual extension in Spanish and is responsible for the administration of the Spanish LAB-R to entitled students to determine proficiency in the native language. ELL identification process is completed with 10 school days as a student's admittance to the school.

All eligible ELL students are administered the NYSESLAT annually by our two trained ENL teachers, Maria Perri and Anna Kaleci. Students are evaluated individually for the speaking portion of the exam and tested in small groups for the listening, reading and writing sections. ENL teachers ensure that exams are secured, scored, and returned for processing as per state regulations

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).

Assessments are used to identify SIFE (Students with Interrupted Formal Education) within 30 days of enrollment per CR Part 154. During initial completion of the HLIS, a student may be determined to be a SIFE if he/she is a newly identified ELL, is in grades 3 to 9 and scores at the entering or emerging level of proficiency on the NYSITELL exam. Further evaluation takes place using the

oral interview questionnaire and the LENS (Literacy Evaluation for Newcomers SIFE) is used with students whose native language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. Student work, in the native language, is closely examined as well. Appendix of EPRG for SIFE identification is completed and SIFE status is then recorded on ATS; status is removed once student scores at the transitioning level on the NYSESLAT.

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).

The identification process for newly enrolled students with IEPs will be monitored by the school's Language Proficiency Team (LPT). The team consists of the Jaime Rice, Assistant Principal; Maria Perri, ENL Coordinator; Myra Staniszewski, IEP teacher; Julia Satt, special education teacher and Susan Autuoro, school psychologist. The team will collectively review the student's IEP and all pertinent information to determine if the student has language acquisition needs and should take the NYSITELL. Acceptance or rejection of the LPT will be concluded with 20 school days.

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.

Timeline for placement of ELLs will occur within 5 school days after the NYSITELL is scanned and a score is determined, parents are notified through notification letters. Entitlement and non-entitlement letters are produced and distributed to students to bring home to parents; copies of all letters are maintained by the ENL coordinator. Every effort is made to ensure parents receive all notifications, if needed, parents are met with to be given letters in person. All notifications are generated and delivered in the parents' preferred language.

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).

Beginning in the 2015-2016 school year parents will be informed that they have the right to appeal and ELL status decision and students may go through the re-identification process. Parents will be informed of their right during the Parent Orientation. The re-identification process will be used if the school, parent and/or student believe the student may have been misidentified as an ELL. Parents will be informed that the written request to re-identify a student must be received within 45 school days and the process itself will be completed within 10 school calendar days after written receipt.

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.

Within ten days of a child entering our school for the first time, parents are invited to a Parent Orientation where they are shown a video, in their native language that thoroughly explains the free-standing ENL, transitional bilingual and dual language programs. Translators are available for our Spanish, Albanian and Arabic speaking attendees and pamphlets in the native language are available as well. Staff and the Translation and Interpretation Unit of the Department of Education is used to ensure translators and translated materials are available for all native languages. Parent Survey and Program Selection forms are collected by the trained ENL pedagogues; copies are made and filed in the school ELL binder and originals are returned with the HLIS to the students' cumulative record. Program placement letters are sent home to parents to further inform them of their program choice and placement. If a parent fails to return a survey, the default choice will be a bilingual program. Parents will be informed of the default choice through correspondence in the preferred language. All correspondence is documented and filed by the ENL teachers. ATS reports to determine NYSESLAT eligibility, such as the RLAT, RLER, and RMNR are used to distribute continued entitlement, new entitlement, transitional, and non-entitlement letters to parents. Reports are reviewed monthly to ensure all students are verified and accounted for. The ELPC is also carefully monitored and updated as needed.

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.

Here at P.S.45, we take many steps to ensure that all our parents understand the options available to them to aid their children in becoming English proficient. Once eligibility is determined by the NYSITELL, within 5 days of a student's enrollment at the school, parent outreach is conducted by our two ENL teachers who notify parents via entitlement/nonentitlement/continued entitlement letters are sent home with the student. Parents are provided with an appointment date and time and must return a tear-off notice indicating their availability and consent to attend the orientation meeting for entitled students. If a parent fails to respond, or does not attend the orientation, the ESL teachers contact the parents via telephone and explain their options. Within 10 days, parent outreach, orientation meeting and parent choice is completed. Data is then entered in ATS using the ELPC screen to document parent choice. Per CR Part 154, the default program for ELLs is bilingual education for any program choice letter not returned. Every consideration is made to make certain that parents make an educated choice in selecting a program for their child. Entitlement and placement letters are sent home with the students once the parent has selected a program.

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

The ENL coordinator carefully monitors all Parent Survey and Program Selection forms that have not been completed. Stringent steps are taken to ensure all forms, sent in the parents' preferred language, are completed; no forms ever leave the school as parents are required to come in person and meet with the ENL coordinator. If needed, parents are met with at dismissal time and/or before school with translators or with the use of the Translation and Interpretation Unit. All forms are maintained in the EPIC Binder.

9. Describe how your school ensures that placement parent notification letters are distributed.
 3. ***** Within ten days of a child entering our school for the first time, parents are invited to a Parent Orientation where they are shown a video, in their native language that thoroughly explains the free-standing ENL, transitional bilingual and dual language programs. Translators are available for our Spanish, Albanian and Arabic speaking attendees and pamphlets in the native language are available as well. Staff and the Translation and Interpretation Unit of the Department of Education is used to ensure translators and translated materials are available for all native languages. Parent Survey and Program Selection forms are collected by the trained ENL pedagogues; copies are made and filed in the school ELL binder and originals are returned with the HLIS to the students' cumulative record. Program placement letters are sent home to parents to further inform them of their program choice and placement. All correspondence is documented and filed by the ESL teachers. ATS reports to determine NYSESLAT eligibility, such as the RLAT, RLER, and RMNR are used to distribute continued entitlement, new entitlement, transitional, and non-entitlement letters to parents. Reports are reviewed monthly to ensure all students are verified and accounted for. The ELPC is also carefully monitored and updated as needed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All HLIS forms are maintained by the ENL teachers. Copies are kept in the ELL Binder and originals, along with parent survey and parent selection forms are personally placed in student's cumulative folder by said teachers. Notification letters are distributed by the ENL teachers. Copies are made and maintained in the ELL Binder. All letters are sent home with students. Follow-up telephone calls are made by the ENL teachers to ensure parents have received the letters and understand them. Any undelivered letter is regenerated and resent.
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.
 5. All eligible ELL students are administered the NYSESLAT annually by our two trained ENL teachers. ATS reports, such as RLAT and RLER, are used to determine which students are eligible for NYSITELL and NYSESLAT testing. Students taking the NYSESLAT are evaluated individually for the speaking portion of the exam and tested in small groups for the listening, reading and writing sections. ESL teachers ensure that exams are secured, scored, and returned for processing as per state regulations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support letters are distributed by the ENL teachers. Copies are made and maintained in the ELL Binder. All letters are sent home with students. Follow-up telephone calls are made by the ENL teachers to ensure parents have received the letters and understand them. Any undelivered letter is regenerated and resent.
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).
 6. The ELL program implemented at P.S.45 is reflective of the choice made by parents on the Survey Selection forms. Careful review of these forms indicate that most parents prefer their children be placed in a free-standing ENL program. Of the 23 newly admitted students in Kindergarten, 14 parents chose ESL and 9 chose Dual Language. Parents of our three new admits in grades 2, 4 and 5 likewise chose ESL as their program of choice. In the 2012-2013 and 2013-2014 school years, ENL is the first choice on the majority of Selection Forms, even though the parents are made aware that other programs are available through video and written information. The program model offered at P.S. 45 is much aligned with parent request. In Kindergarten and first grade, we have 28 students whose native language is Spanish. We understand that we have the numbers necessary to open a bilingual or dual language class; however, the ENL instructional model was the first choice for the majority of parents on the Program Selection Form. P.S. 45 is willing to open a bilingual or dual language program if so requested by parents. In the event that parents elect to open a Dual Language or Transitional Bilingual Education Program at P. S. 45, the school will conduct informational and planning sessions with parents, administration, and assorted school personnel to best plan for implementing a successful program. The LAP Team will continue to monitor further results for any changes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

P.S. 45 provides a Free-Standing ENL Program using standalone and integrated models which are implemented in a way that will develop our students' English language skills so that they can succeed in core content areas and build English language skills through content area instruction. As per CR Part 154 requirements, we allocate the minutes of instruction according to the students' English proficiency level: Students at the Entering and Emerging levels receive a total of 360 minutes of ENL instruction per week. 180 of these minutes are standalone ENL instruction and the remaining 180 minutes are integrated instruction in ELA or content areas. Students at the Emerging level receive 90 minutes of standalone ENL instruction and 270 minutes in integrated ENL instruction in ELA and content areas. Transitioning and Expanding students receive a total of 180 minutes of ENL per week. This includes a total of 180 minutes of integrated ENL instruction in ELA. Finally, students at the Commanding level receive a total of 90 minutes of integrated instruction ENL per week in ELA or content areas.

Our ENL program uses meaningful and purposeful instructions where ELLs explore ideas and concepts at a pace that is reflective of their level of English proficiency. They engage in a Balanced Literacy approach that builds their academic, language and cultural experiences. The target population is approximately sixty-six students who are entitled based on the established cut-off scores of the LAB-R or NYSESLAT.

Students in the standalone ENL program are grouped heterogeneously with mixed proficiency levels and grades. Our newly admitted students in the upper grades are often seen with students in lower grades to help accelerate basic language and phonetic skills not addressed in the upper grade instruction. A class group may consist of two consecutive grade levels with combined proficiency levels, i.e. Expanding kindergarten with Entering first grade students.
 - 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)?

P.S. 45 has two licensed ENL teachers to ensure that the mandated number of instructional minutes are provided for our students in the ENL standalone/integrated program. One teacher oversees the instruction of students in grades kindergarten, first, and second while the other provides for students in grades 3 through 5. Students at the Entering level are serviced eight times per week to meet the mandated 360 minutes of ENL instruction. 180 of those minutes are standalone instruction and 180 minutes are integrated ENL/ELA. Emerging students also receive 360 minutes of ENL instruction. 90 of those minutes are standalone instruction, 180 minutes are integrated ENL/ELA, and the remaining 90 minutes are standalone instruction or integrated ENL with ELA or any other content area. Transitioning students receive 180 minutes of ENL instruction. 90 minutes are dedicated to integrated ENL/ELA instruction and the other 90 minutes are geared towards standalone or integrated ENL with ELA or any other content area. Furthermore, Expanding students receive 180 minutes of integrated ENL/ELA or any other content area instruction. Finally, students at the Commanding level receive 90 minutes of integrated ENL with ELA or any other content area. ELA instruction provided contains ENL methodologies to foster competency in the four modalities of listening, speaking, reading and writing. The integrated ENL program at our school promotes collaboration between the classroom teacher and the ENL teacher. This will decrease in-class instruction time loss, and decrease student travel time to and from the ENL classroom.
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.

Instruction for Entering language learners includes the four skills of listening, speaking, reading and writing and are included in daily ELA instruction. Heterogenous, small group instruction includes ENL methodologies in a Balanced Literacy approach which consists of independent, shared and guided reading, literacy centers, leveled classroom libraries, literature circles, writer's workshop, interactive read aloud and word study. The ENL teachers provide instruction using the Sheltered English approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. They adapt content to all levels of student proficiency and use comprehensible input by speaking appropriately to accommodate students' proficiency level, clearly explain academic tasks, and use a variety of techniques to make content concept clear such as, modeling, hands-on materials, visuals, gestures, films, clips, a variety of questioning, Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers adapt lesson delivery to suit English proficiency levels with learning activities that connect new content to students' prior knowledge, allow

collaboration among students, provide frequent opportunities for interaction and discussion and offer ELLs the grade-level content instruction of their English-speaking peers.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our ENL teacher, Maria Perri, also holds a bilingual extension in Spanish and is able to appropriately evaluate students in their native language using the Spanish Lab-R and Fountas & Pinnell's Sistema de Evaluacion de la Lectura, a comprehensive assessment that determines instructional and independent reading levels. Our other bilingual teachers are able to conduct informal assessments to our Albanian and Arabic students to determine fluency and proficiency in the native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year we will ensure ELLs are appropriately evaluated in all four modalities of English acquisition through the use of both formal and informal assessments and observations. Students in the upper grades will be assessed using the ELL Periodic Assessment each fall. The use of pre and post assessments of TCRWP in units throughout the year will be used in grades K-5. Pre and post assessments occur approximately every 4-6 weeks as new instructional units begin. We also use running records and Pearson's baseline and benchmarks assessments to monitor progress. Running Records are administered (F&P BAS) three times a year formally, and informally on a monthly basis. This assesses their reading level (including comprehension, fluency, and accuracy). Informal observations will be used by classroom teachers and ENL teachers who will collaborate to best plan instruction. During each lesson, there is an accountable talk portion which is an opportunity for teachers to listen in as students converse with one another, thus assessing their listening and speaking skills. For each unit of study we have created standards, ensuring that for each unit, common core standards are taught and assessed (in each of the four modalities).

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

In differentiating instruction for our students, proficiency levels are taken into consideration first. ELLs at the Entering and Emerging levels of language proficiency as determined by their LAB-R and NYSESLAT scores will receive 360 minutes of ENL instruction per week. ELLs at the Transitioning and Expanding levels will receive 180 minutes of ENL instruction per week. ELLs at the Proficient level will receive 90 minutes of integrated ENL instruction per week. All students will receive 180 minutes of ELA instruction in their classroom. Content area instruction is provided in English supported by ENL methodologies. Differentiation will include the use of language buddies, bilingual dictionaries/glossaries, graphic organizers, and instructional scaffolding. The ENL classes consist of: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5.

a. There are currently no SIFE students at P.S. 45. However, in the previous years, we have had SIFE students in attendance and have an instructional plan in place for this particular subgroup. Our SIFE students will be integrated into the various programs offered here including AIS, After School Homework Help, Language Enrichment After School Program. P.S. 45 uses TC Reading and Writing Curriculum and Assessments, EnVisions Math, and Social Studies and Science materials aligned to the Common Core State Standards to immerse our SIFE students in content area learning. Additionally, Saturday/Winter Recess/Summer School sessions are offered. After School Test Prep and Language Enrichment ensure our SIFE students are offered additional support so they may achieve academic gains.

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

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

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

e. Former ELLs who have tested Commanding will continue to be supported for the following two years with 90 minutes of integrated ENL instruction per week. During State exams, former ELLs will continue to receive extended time and small group accommodations. Any former ELL who may be struggling in math will be supported in extended day programs. Likewise, any former ELL struggling in reading will be supported through AIS. All former ELLs are included and encouraged to participate in all additional programs offered at the school.

7. 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 the period of 6 and 12 months after the Re-identification process the principal reviews the process to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the student, parent/guardian, classroom teacher, student's ENL teacher and ENL coordinator to evaluate the student's performance and progress. Our qualified staff reviews the student's work in English. The staff conducts and reviews the results of school-based assessments

to evaluate the student's abilities in listening, speaking, reading and writing in English. Based on the recommendation of the staff, the principal will make the decision whether additional support services are needed for this particular student.

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?

There are currently 15 ELL students in the Special Education classes at P.S. 45. Additionally, there are 8 ELLs with IEPs in the ICT classes on grades one, three, four and five. All ELL-SWDs are identified and provided with the appropriate services. Curriculum units incorporate UDL considerations and teachers are trained in a variety of strategies so that there is flexibility in decision making at the classroom level to support ELL-SWDs in meeting their IEP goals and attaining English proficiency. In supporting our special needs population, classroom teachers provide language support through the use of bilingual dictionaries and glossaries. ENL strategies such as activating prior knowledge and the use of graphic organizers help facilitate learning. Teachers also integrate specific vocabulary instruction (review of key terms), contextualize learning – using manipulatives, visuals, etc. and maximize opportunities for language use through extended responses, student to student interaction, and extensive language use.

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

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?

In order to meet the diverse needs of our students, their progress will be closely monitored with the collaboration of the ICT, ENL and content area teachers who frequently meet to plan curricular alignment and effective practices. Our flexible programming ensures ELL-SWDs spend instructional time with non-disabled peers. Our standalone/integrated model maximizes the time our ELLs remain with their non-disabled peers yet are fully supported by their ENL teachers. Professional Development is offered to teach ENL strategies special education educators can use and NYSESLAT samplers are provided to familiarize both teacher and student with the exam. We have a Pupil Personnel Committee that carefully tracks the progress and programs available to these students. In the past, we have had ENL students who were referred to the School Assessment Team for evaluation to determine if the alternate placement in Special Education was appropriate. Our IEP teachers analyze the ELL's academic needs according to the IEP to see if he/she meets the criteria to be placed in an ICT classroom. The LAP team works in harmony with the PPC in order to design targeted content area instruction that is tailored to the specific needs of our ELLs, and that is rooted in best-instructional practices and ESL methodologies.

Our intervention programs have a strong ELA and math focus. Currently, AIS providers work with small groupings of students in grades three through five in 8 week cycles. This is offered to those students who are far below grade level as indicated on previous state exams and Fountas and Pinnell data.

Chart

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.)	
FLEXIBILITY		.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 Dually 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.

Chart

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 Dually 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.

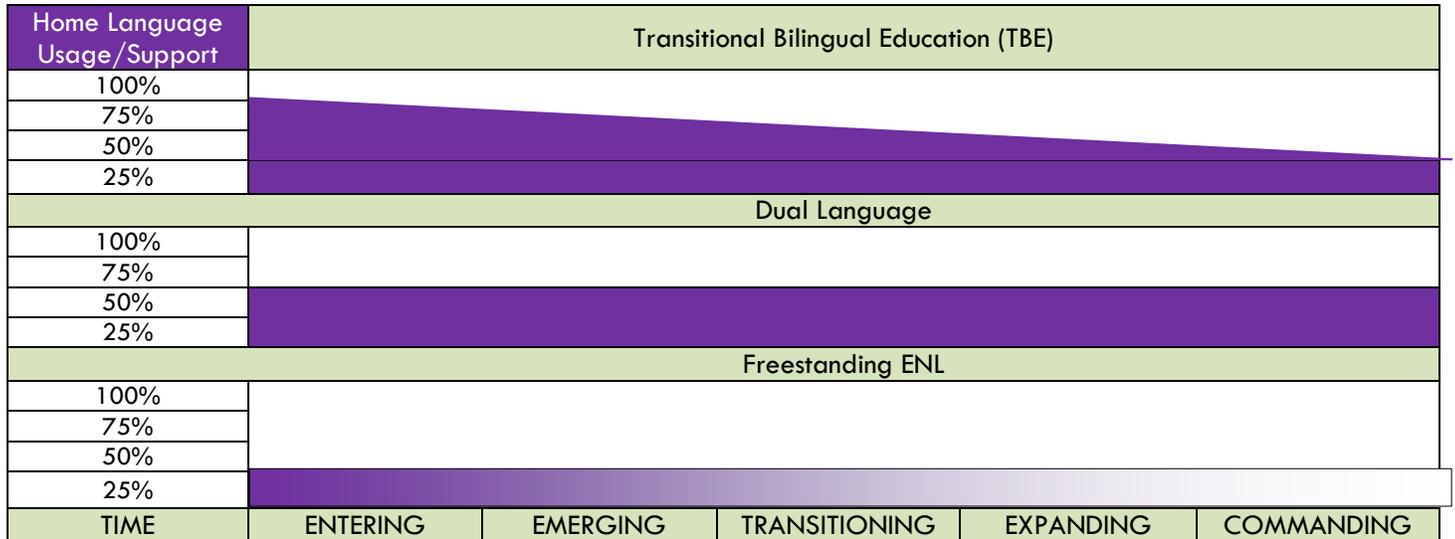


*Note “other approved services” does not apply to New York City at this time.

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. Current strategies for improving instruction include the implementation of a Balanced Literacy approach which consists of independent and paired reading, shared reading, guided reading, literacy centers, leveled classroom libraries, Writer's Workshop, interactive read aloud, word study and teacher/student reading and writing conferences. This approach will continue in the 2015-2016 school year and will continue to be implemented during a 90-minute literacy block. P.S. 45 has implemented various intervention programs for ELLs: Foundations, Wilson, The Comprehension Toolkit of Strategies, Words their Way, Problem Solving and Exemplar Problem Solving. Evidence and research-based instructional programs are used to target ELA and Math interventions. Intervention services will be provided for ELA, Math, and Content areas for our struggling ELLs in English throughout the year. Data for these programs in grades K-2 is collected monthly; in grades 3-5, data is collected quarterly. The ongoing collection of data is used for instructional planning and to provide additional intervention and support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In looking at the effectiveness of our current program for ELLs, we will monitor closely how our students are grouped to provide the optimal results. We will look into providing additional programs, such as New Heights and Foundations, for our 3rd, 4th, and 5th grade students. Focus on better reading and comprehension skills will help these students not only on the state ELA but also on the math exam which now focuses greatly on word problems and written solutions.
12. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we have implemented two new programs for grades K-5:
- VocabuLit- teaches Tier 1 and Tier 2 academic vocabulary
 - Daily Language Review- grammar instruction
13. What programs/services for ELLs will be discontinued and why?
- At P.S. 45, all ELL programs and services are being kept in place.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All our ELLs are afforded equal access to all school programs including our Arts Program which is an integral part of our school. All ELL students are invited and encouraged to participate in our band and strings. Vocal instruction is embedded into the general music instruction. Monthly ELA and Math Parent Meetings are held where ELA and math skills students are being taught in class are reviewed. This encourages and permits parents to assist and support their children with homework and test study. This year, we will continue our Read Aloud Mornings for parents to attend. All letters are sent home in English and the native language inviting parents to participate. Translators are available as well for parents who attend our meetings. Using Title III funds, P.S. 45 offers a 15 week after-school program for our current ELLs which meets two times per week. We have purchased a technology program, Imagine Learning, to be used in the after-school program to further assist our ELLs in grades K-5. This innovative language and literacy software program for ELLs, struggling readers, and our students with disabilities, offers first language support in 10 languages. It combines research-based curriculum, state-of-the-art technology, and engaging activities and graphics to teach students skills they need to succeed.
- Additionally, paper-and-pencil activities, as well as some instructional delivery methods are often difficult for English language learners. Therefore, supplemental materials that enhance meaning, clarify confusing concepts and enable students to bridge their prior experiences with new learning are incorporated into all day-to-day lessons.
- We also have Smartboards in 100% of our classrooms.
- Every floor has computers and iPads that are available for all students to use. Students go on MyOn, a program which personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read. The students also have access to additional literacy based computer programs to support their learning.
- Additionally, all the listed services are available to our ELL population, including students who have reached commanding in ENL:
- ENL (Extension of Services)
 - AIS (Academic Intervention Services in ELA and math)
 - Wilson and Foundations
 - After School Homework Helper
 - Saturday/Winter Recess/Summer School
 - After School Test Prep – Reading and Math
 - After School ENL enrichment
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 such as smartboards and computer software are used to support ELLs of all proficiency levels. In addition, bilingual glossaries and dictionaries are provided for our entering, emerging and transitioning level ELLs. In alignment with our use of the Teacher's College Reading and Writing Project, we have implemented the Words Their Way Program at all grade levels and proficiencies.

Our Social Studies curriculum is designed to prepare students for college careers, with lessons that are aligned to New York State Learning Standards, both Common Core and Social Studies. We use Inquiry Arc as the main instructional methodology where students gather, use and interpret evidence. Students participate in collaborative conversations about grade appropriate topics and texts with peers, diverse partners, and adults in small and large groups.

In Science, teachers utilize FOSS Hands-On Kits in grades K-2 and Harcourt Text and Activities in grades 3-5 to supplement the Science Core Curriculum. Through investigations and hands-on activities, the emphasis of discovery is placed on younger students and beginner and intermediate level ELLs. For older students, as well as expanding and commanding level ELLs, the emphasis is on formulating and investigating their own questions.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

PLAN FOR NEWCOMERS

P a r e n t O r i e n t
a t i o n / W o r k s h o p s
 B i l i n g u a l n o t i
c e s
 R e a d i n g b u d d i
e s
 F a m i l y L i t e r a c
y N i g h t
 l n t e r n a t i o n a l
N i g h t

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

19. What language electives are offered to ELLs?

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

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.)
 1. Staff Development is coordinated by a team that includes our Principal, Assistant Principals, Grade Leaders and ENL teachers. They work together to combine ideas on effective planning for all pedagogical staff. It will focus on the 90-minute literacy block (with a focus on guided reading, writing and conferring, Engage Mathematics and Book of the Month). Also, the Fountas and Pinnell Phonics Lessons Program will be addressed in after-school study groups. Teachers will plan and work together to teach this program efficiently and effectively. In-house professional development is available to all teachers of ELLs and focus will be on class environment and strengthening student work. Professional Learning session will take place every Monday (80 minutes) and Tuesday (35 minutes). Staff developers from Teachers College are scheduled to visit the school to hold professional development for the staff. The focus of our work with our TC staff developer focuses on CCSS RL and RI 10. Teachers and related service providers plan, implement, and receive feedback on guided reading and strategy based lessons.

Dates for grades K-2

- 9/25/15
- 11/3/15
- 11/10/15
- 11/17/15
- 1/5/16
- 1/12/16
- 1/26/16
- 2/24/16

Dates for grades 3-5

- 9/22/15
- 10/6/15
- 10/16/15
- 12/1/15
- 12/8/15
- 12/15/15
- 4/19/16
- 5/3/16
- 6/7/16

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?

2. The ENL teacher also attends ENL professional development sessions offered by the Integrated Curriculum & Instruction Learning Support Organization. ENL Workshops include:

LAP Training:

NYSITELL Administration

Oral Language Development with Thinking Routines

Implementation of New CR Part 154 to Ensure High Quality Education for English Language Learners

ENL teachers also participate in the Positive Learning Collaborative. The goal of this professional development is to provide our staff with the skills, knowledge and confidence they need to safely and effectively anticipate behavior challenges in their schools so that they may prevent crises and, ultimately, help students focus on academic goals. The PLC provides classroom consultation to assist in the implementation of therapeutic crisis intervention; positive behavior interventions and support; social-emotional learning skills; and restorative practices.

2015-2016 Professional Development Cycle 1

8/31 -9/2 – Structure of Impact Teams

- Creation of Success Criteria to focus standards RL2, RI2, RL9, RI9
- Overview of Impact teams and Evidence – Analysis – Action Protocol

9/21- Share Cycle 1 Objectives

- Development and Use of Success Criteria in all subject areas
- Expectations for Units and Lesson Cycles
- Teacher/ Leadership needs

9/28- Running Record Administration - MOSL

10/5 – Grade Level Team Planning

- Refining of Success Criteria to focus standards RL2, RI2, RL9, RI9
- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9

10/19- Grade Level Team Planning

- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9

- Unpacking Engage Math Units with Success Criteria in Mind

10/26– Grade Level Team Planning

- Creation of companion formative assessments to assess focus standards RL 2 and RL9

11/2– Grade Level Team Planning

- Analysis of Formative Assessment developed on 10/19
- Revise current unit based on student work

11/9- Missing Student Protocol

Revisit Cycle 1 objectives and Teacher- Leadership needs going into cycle 2
Cycle II

11/23 – Grade Level Team Planning

- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9
- Creation of companion formative assessments to assess focus standards

11/30- Grade Level Team Planning

- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9
- Creation of companion formative assessments to assess focus standards

12/7 – Positive Learning Collaborative

12/14- Grade Level Team Planning

- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9
- Creation of companion formative assessments to assess focus standards

12/21- Show and Share

1/4– Grade Level Team Planning

- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9
- Creation of companion formative assessments to assess focus standards

1/11– Grade Level Team Planning

- Revising unit plans to align to focus standards RL2, RI2, RL9, RI9
- Creation of companion formative assessments to assess focus standards

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. 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.

In order to meet the professional development requirements as per CR Part 154, staff participates in the The Core Collaborative – Paul Bloomberg. This partnership supports our schools' instructional focus of engaging all students in rigorous and standards-based instruction each and every day. Paul Bloomberg of The Core Collaborative will help our teachers build the knowledge and skills necessary to unpack the Common Core Learning Standards in order to increase teacher clarity and improve student outcomes.

Intended Outcomes:

As a result of this partnership, our teachers will be able to:

- Access the learning progressions of the CCLS as entry points into learning and build fluency and flexibility in using the CCLS for planning for teaching and learning.
- Identify the characteristics of an assessment capable learner.
- Describe what it means to teach with clarity and its relationship to the formative assessment process.
- Determine next steps in our goal of developing assessment capable learner

Dates:

- August 25-27, 2015
- October 27-29, 2015
- Feb 29 – March 2, 2016

Further professional development for staff:

Election Day PD – External

Caryn Wohlstetter

Pupil Accounting & Payroll

Susan Esposito	Location: The Pietridies Complex
Libby Elias	Safety with Dignity
	Wagner High School
Charles Grazini	Suspension Process
	Canarsie High School
Jessica Diaz	S.T.E.M. PD
Cheryl Berretta	Staten Island Tech High School
Tracey-Troy-O'Donovan	
Mary Faherty	
Denise Budde	Pre-K For All PD
Donna Pizzi	
Teresa Taggert	
Judith O'leary	
Maria Perri	Oral Language Development with Thinking Routines
Anna Kaleci	Location: Port Richmond High School
Claire Ford	Physical Education
Julie Pleszewicz	Location: The Pietridies Complex
Susan Auturo	School Assessment Team
Joan Smith	Location: Pietridies Complex
Gabrielle Caldarera	
Olta Minenna	Citywide Music PD
	Gramercy High School

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?

Annual individual meetings will be scheduled for parents of ELLs to discuss language development progress, program goals, and language development needs in the content areas. Parents will be made aware of language proficiency assessment results and steps being taken to better support students. All meetings will be conducted with qualified translators and attendance will be recorded.

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.

In order to ensure parent needs are accommodated, all records of annual individual meetings will be carefully maintained. Written attendance, documentation of all telephone communications and copies of letters will be kept. iLOG on ATS will also be used to document notes of communication.

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

At P.S. 45, our parents are very much involved in the school community. Parent involvement includes volunteering, joining and supporting the Parent-Teacher Association (PTA), and being a part of the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA assists parents in becoming involved in their children's education and supporting school activities. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children our school, including parents of English language learners. The parent coordinator, along with the PTA, ensure that notices go home in the native language. Activities planned for parents for the next two years:

- Curriculum Conference
- Tuesday Afternoon Parent Outreach
- Monthly Math Morning for Parents
- Monthly Read Aloud Morning for Parents
- International Night
- Family Literacy Night
- Family Math Night

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

At the moment we are not partnered with other agencies to provide workshops or services to our ELL parents but we are open to any offers and/or opportunities that may become available and would welcome the occasion to provide support to our ELL families.

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

There will be an Orientation in September 2015 to provide the parents of new English Language Learners any information they need on standards, assessments, school expectations and program requirements for bilingual education and ENL. At this orientation, parents are introduced to the different programs throughout the Region and the ENL program at P.S. 45. They are shown a video (in their native language) and given handouts for further assistance. Parent orientation will also be conducted throughout the year, and within the first 10 days of admittance, as new ENL students are registered at the school in compliance with State mandates. Our parent coordinator, Maryann Poli, will attend all orientations to welcome parents. All materials will be made available in the native languages represented at our school.

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

In an effort to address the needs of the parents at P.S. 45, we turn to the Learning Environment Surveys to help us evaluate how best to assist parents. In response to the survey, two (ELA and Math) three-hour workshops will be offered again on a Saturday to help parents and children get acquainted with the ELA and NYS Math exams. Our parent coordinator ensures parents receive notifications of upcoming school activities in the parents' preferred languages. Last year's workshops had excellent attendance. Monthly Math Mornings and Parent Read-Aloud Mornings are held with translators available for attending parents. At the end of each summer, the needs of parents are reviewed, and planning for the school year begins. We also evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and there is a continuous effort to make parents of ELLs partners in their children's education. School activities include:

- Curriculum Conference
- Monthly Math Morning for Parents
- Monthly Read Aloud Morning for Parents

- Barnes & Noble Book Fair
- International Night
- Family Literacy Night
- Family Math Night
- Country Fair

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.

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

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

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

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

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)
Christine Chavez	Principal		11/1/15
Jaime Rice	Assistant Principal		11/1/15
Maryanne Poli	Parent Coordinator		11/1/15
Maria Perri	ENL/Bilingual Teacher		11/1/15
Israel Sandoval	Parent		11/1/15
Susan Scarpaty	Teacher/Subject Area		11/1/15
Chelsea Sydow	Teacher/Subject Area		11/1/15
Maria Vaccaro	Coach		11/1/15
	Coach		1/1/01
	School Counselor		1/1/01
Anthony Lodico	Superintendent		11/1/15
	Borough Field Support Center Staff Member _____		1/1/01
Jennifer Pannunzio	Other <u>Data/AIS</u>		11/1/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31045** School Name: **John Tylet**
Superintendent: **Anthony Lodico**

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

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

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

Based on information provided, 18.75 % of our families speak Spanish. Additionally, 3.29 % of our population speaks other languages including Sinhalese, Chinese, Vietnamese, Albanian, Urdu, and

Arabic. In order to meet the language needs of our families, PS 45 sends all communication home in English, Spanish and other languages when required. We have qualified interpreters at the school available throughout the year to address the needs of our parents including during parent meetings and parent/teacher conferences. Findings are reported to our school community, including teachers, paraprofessionals, and service providers through ARIS, ATS reports and each student's HLIS

Part B: 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.)

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

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

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

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

All translated documents will be distributed in conjunction with English materials

2. 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.

Throughout the year, multiple family outreach will be conducted. We will hold face-to-face meetings with parents through teacher-parent conferences to be held in November and March. We will also hold a Back to School event in September. In May, Family Night focusing on Literacy, Math and Science activities will be held as well. Individual parent-teacher meetings will be offered each Tuesday for parents able to come to school; telephone conferences will be held for parents unable to physically

meet with the teacher. ENL teachers will hold an annual individual Information Session for parents of ENL students.

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.

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

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

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

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.

Interpretation services will be provided through in-house interpreters on site whenever possible. The over-the-phone Translation and Interpretation Unit will be used when interpreters are not available and/or a specific language is needed that we are unable to produce translation for at the school.

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.)

All staff members have been provided with the telephone number card for the Translation and Interpretation Unit. Written instruction has also been provided to staff in the use of the Translation and Interpretation Unit. Language Palm Cards and Language ID Guides are available at the front desk and in the main office.

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

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

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)

In gathering feedback from parents on the quality and availability of services, we will look to the annual parent surveys. Communication at Parent-Teacher Conferences and monthly PTA meetings will also be considered.