



**CURTIS ESTABROOK
P.S. 272
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 18K272
ADDRESS: 101-24 SEAVIEW AVENUE, BROOKLYN, NY 11236
TELEPHONE: 718-241-1300
FAX: 718-241-5549**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 272 **SCHOOL NAME:** Curtis Estabrook

SCHOOL ADDRESS: 101-24 Seaview Avenue, Brooklyn, NY 11236

SCHOOL TELEPHONE: 718-241-1300 **FAX:** 718-241-5549

SCHOOL CONTACT PERSON: Dakota Keyes **EMAIL ADDRESS:** Dkeyes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dakota Keyes

PRINCIPAL: Dakota Keyes

UFT CHAPTER LEADER: Ann Marie Frawley

PARENTS' ASSOCIATION PRESIDENT: Charnette Morsby

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 303

NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Ms. Beverly Wilkins

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Dakota Keyes	*Principal or Designee	
Ann Marie Frawley	*UFT Chapter Chairperson or Designee	
Charnette Morsby	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

VISION

The Curtis Estabrook School (PS 272) will be a learning institution governed by, the Principles of Learning, where explicit teaching and deliberate learning (**Clear Expectations**) will serve as the thesis for all conversations and interactions in our school (**Accountable Talk**).

The academic and social needs of our students will dictate the manner in which we approach teaching and learning within our school (**Organizing for Effort**).

We will be a learning community committed to nurturing critical and higher order thinking in all stakeholders (**Academic Rigor in a Thinking Curriculum**). These stakeholders are inclusive of but not limited to students, parents, teachers, administrators and support staff.

Additionally, we will have a sincere appreciation of the arts for the purpose of personal growth as well as for the benefit of the greater community (**Socializing Intelligences**). All stakeholders will possess a genuine sense of ownership and investment in the learning community at large.

Our school will be safe and orderly and serve as a forum for recognizing (**Recognizing Accomplishments**) all constituents who serve as exemplars for modeling desirable professional and personal behaviors and growth (**Learning by Apprenticeship**).

P.S. 272 will be a learning community composed of at least 90% of our students meeting or exceeding standards. Additionally at least 90% of our instructional and support staff are committed to long term learning goals and professional development. Finally, we are a "**Capturing Kids Heart**" school dedicated to the model of the programs founder Flip Flippen: "**If you have a child's heart, you have his head.**"

MISSION STATEMENT

Our mission is to provide the academic and social support necessary to engender critical thinkers and conscientious individuals who share in and exemplify the characteristics outlined in our vision statement. Our students and teachers will be afforded the opportunities:

- To engage in challenging and differentiated instruction/professional development
- To participate in culturally diverse activities within the arts, both visual and performing
- To celebrate and recognize the accomplishments of members of our learning community
- To engage in conversations about their learning /teaching

- To contribute to fostering a sense of community through collaborating with stakeholders on school wide projects

According to the latest available ethnic data, 1.6% are White; 77.8% are Black; 12.9% are Hispanic; 2.8% are Asian, 0.3% American Indian, Multi-Racial and other are 2.06%. Approximately 136 students have Individualized Educational Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language counseling, and adaptive physical education. Additionally, about 40 students are English language learners (ELLs), with Spanish, Haitian Creole, and Cantonese as the dominant languages. PS 272 is a Title 1 school and 93.2% qualify for free or reduced lunch.

The school is comprised of:

- Pre-K - one CTT and three general education pre-kindergarten, including one ACE class
- Kindergarten - one self-contained class, one Collaborative Team Teaching (CTT) and four general education classes, including one ACE class
- Grade 1 – one self-contained class, one CTT class and three general education classes, including one ACE class
- Grade 2 – one self-contained class, one CTT class and three general education classes, including two ACE classes.
- Grade 3-, one self-contained, one CTT class and three general education classes including one ACE class
- Grade 4 - one self-contained one CTT class, and three general education classes, including one ACE class
- Grade 5 – one self-contained, one CTT class and three general education classes, including two ACE classes

Our school continues to operate with our in-house ACE academy. Entry into this academy is for higher performing students based upon screening tests and teacher recommendation. The program follows an accelerated curriculum format and serves to challenge the high achiever.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Curtis Estabrook				
District:	18	DBN #:	18K272	School BEDS Code:	331800010272

DEMOGRAPHICS									
Grades Served in 2009-10:	x Pre-K	x K	x 1	x 2	x 3	x 4	x 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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	63	69	68		90.5	92.3	TBD		
Kindergarten	104	100	101						
Grade 1	128	121	124	Student Stability: % of Enrollment					
Grade 2	116	97	129	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	102	89	93		92.5	87.0	TBD		
Grade 4	109	88	99						
Grade 5	128	95	98	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		82.4	74.8	85.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	14	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	752	659	713		1	2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	44	47	50						
No. in Collaborative Team Teaching (CTT) Classes	47	40	47	Principal Suspensions	63	41	TBD		
Number all others	34	27	28	Superintendent Suspensions	18	7	TBD0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	40	34	40	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	71	64	100
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.9	0.8	0.4	Percent more than two years teaching in this school	73.2	78.1	TBD
Black or African American	79.5	77.7	78.8	Percent more than five years teaching anywhere	60.6	68.8	TBD
Hispanic or Latino	14.4	14.0	12.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.3	2.2	Percent Masters Degree or higher	83.0	84.0	TBD
White	1.5	1.2	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	99.0	TBD
Multi-racial							
Male	50.4	50.8	52.0				
Female	49.6	49.2	48.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	x		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	x	Math:	
	Science:	x	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	x	x	-				
Hispanic or Latino	x	x	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	X	x	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	x	x	-				
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NA
Overall Score	71.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	NA
School Environment (Comprises 15% of the Overall Score)	D	Quality Statement 2: Plan and Set Goals	NA
School Performance (Comprises 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	NA
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	NA
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	NA
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

According to the analysis achievement data from the administration of the New York State ELA Assessments, for all students who were tested in Grade 3, there was a 19 % increase in the number of students performing at level 1 and a 1% decrease in the number of students performing at level 2. Students' performing at levels 3 and 4 was decreased by 18%. The review of the Acuity data indicates the students' strengths were facts and details, character traits and sequencing. Weaknesses are in the following literacy skills: main idea, inference, cause and effect and writing mechanics. Overall results indicate that there is a need to provide academic intervention to both special education and general education level 2 students to acquire skills which encourage the successful movement of these students from level 1 to level 2 and level 2 to level 3.

The analysis of student achievement in grade 4 on the New York State ELA Assessment for all tested students indicates that there was a 13% increase in a number of students performing at level 1 and a 28% increase in students performing at level 2 as well as a 39% decrease in the students performing at levels 3 and 4. Overall results indicate that there is a need to provide academic intervention to both special education and general education students to acquire skills which encourage the successful movement of these students from level 1 to level 2 and level 2 to level 3. A review of the Acuity data indicates students strengths are facts and details, sequencing and character traits. Weaknesses are in the following literacy skills: main idea, inference, cause and effect and writing mechanics.

The analysis of student achievement in grade 5 on the New York State ELA Assessment for all tested students indicates that there was a 9% increase in a number of students performing at level 1 and a 17% increase in students performing at level 2 as well as a 28% decrease in the students performing at levels 3 and 4. Overall results indicate that there is a need to provide academic intervention to both special education and general education students to acquire skills which encourage the successful movement of these students from level 1 to level 2 and level 2 to level 3. A review of the Acuity data indicates students' strengths are facts and details, sequencing and character traits. Weaknesses are in the following literacy skills: main idea, inference, cause and effect and writing mechanics.

According to the analysis achievement data from the administration of the New York State Math Assessments for all students who were tested in Grade 3 there was a 16% increase in the number of students performing at level 1 and a 26% increase in the number of students performing at level 2. Students' performing at levels 3 and 4 was decreased by 42%. The review of the Acuity data indicates the students strengths were addition without regrouping, geometry, and measurement. Overall results indicate that there is a need to provide academic intervention to both special education and general

education level 2 students to acquire skills which encourage the successful movement of these students from level 1 to level 2 and level 2 to level 3.

The analysis of student achievement in grade 4 on the New York State Math Assessment for all tested students indicates that there was a 5% increase in a number of students performing at level 1 and a 42% increase in students performing at level 2 as well as a 47% decrease in the students performing at levels 3 and 4. Overall results indicate that there is a need to provide academic intervention to both special education and general education students to acquire skills which encourage the successful movement of these students from level 1 to level 2 and level 2 to level 3. A review of the Acuity data indicates students strengths are number facts, patterns and whole numbers. Weaknesses were in graphing, estimation and problem solving.

The analysis of student achievement in grade 5 on the New York State Math Assessment for all tested students indicates that there was a 6% increase in a number of students performing at level 1 and a 34% increase in students performing at level 2 as well as a 40% decrease in the students performing at levels 3 and 4. Overall results indicate that there is a need to provide academic intervention to both special education and general education students to acquire skills which encourage the successful movement of these students from level 1 to level 2 and level 2 to level 3. A review of the Acuity data indicates students strengths are number facts, whole numbers, and patterns. Weaknesses are graphing, place value, geometry, and inequalities.

The greatest accomplishments at PS 272 have been team building, evolution of a shared sense of responsibility (home and school) and school-wide collaborative planning.

Our school has evolved into a community of learners. Some of the successful events that provide evidence of such are:

- Administration and teachers participated in team-building and personal coaching professional development such as “Capturing Kids Hearts – Flippen Group” events.
- Monthly Family Night Events (Staff bring family and friends to mingle with students and their families)
- Hosting of “Dads Take Your Child To School Day”, “Dads and Donuts” and “Moms and Muffins” as well as days for workshops geared toward improving parenting skills and socio-economic growth.
- We have received a 21st Century Grant which has enabled us to provide afterschool for 100 students from Grades Pre-K to 5th. The grant includes parent workshops on parenting skills.

Another accomplishment is the degree of collaborative planning that is evident at PS 272. Teachers collaborate to develop plans for their respective grades. We now have Core Knowledge Curriculum in Social Studies and Science on all grade levels.

For our extended day, all our fourth grade students are receiving extra help in ELA, Writing, and Math.

The initiation of the Acuity data program and the administering of the Interim ELA and Math Assessments have provided us with real data which enabled us to set goals for individual students, classes, grades, and school wide. The data generated has provided us with the opportunity to analyze student progress and revise our goals accordingly. It has proven to be an invaluable tool to help us manifest our vision to move every student up one performance level.

The formation of our school’s Data Inquiry Team has afforded us a forum to collect, analyze, and utilize the data to inform instructional decisions. In addition, it has given us the ability to discuss the implication of instruction, as well as, measuring up the effectiveness of student’s progress. We also had Inquiry Teams on each grade as well as Special Education and English Language Learners.

With the initiation of ARIS, teachers are now able to get information about their student’s E-CLAS and NYS ELA and Math scores. They can also get information on attendance (this year and the

previous year), proficiency levels, IEP, ELL and hold over status and biographical information. This information is helpful since it gives the teachers more data to implement differentiated instruction. Parents can also check their child's information on line at home on the Parent link.

We have initiated a new computer program "Achieve 3000". This is an on set computer test using non-fiction stories. It starts at the children's independent level of reading. After each test, the children are given questions about the story. As the child's independent level goes up, the stories get longer. There are games and puzzles that are related to the stories that the children can go on to after school hours at home.

A feeling of shared responsibility amongst staff and parents has been accomplished. There is an increase in support on the part of teachers, support staff and parents to go the extra mile. There are a few classrooms where less than satisfactory teaching is happening and more classrooms where the degree of academic rigor has improved. Parents have become more active participants in their children's academics.

Significant barriers to the school's continuous improvement are:

- A minimal degree of teacher resistance continues to undermine and attempt to diminish the focus on changing and lifting teacher and student performance. Although it has tremendously diminished, this is still an area that we work at eliminating as it relates to our vision of teaching and learning for teachers and students.

- The budget cuts enforced by the Department of Education have diminished our ability to hire additional instructional support staff to support teachers and students and has forced the closure of two classes, one first grade and one second grade class. I hope to be able to hire 1 F-status pedagogue to provide small group ELA and Math instruction for students with disabilities. This has proven to have positive outcomes as it relates to student progress. However, had there not been budget cuts, we would have been able to hire additional support staff to assist us with academically rigorous instruction for our students with the greatest needs.

- In addition to the recent budget cuts, we have increased the size of our classes in our lower grades and have had teacher layoffs which prevented us from having an ELA and Math coach.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Goal	Measurement	Evidence
<p>(1)The team of key instructional staff will engage in the collaboration process to analyze data from Acuity and ARIS in order to identify deficits in grade 3, 4, and 5, (class-wide, and individual areas) in ELA and Math resulting in the development of strategies for improvement in at least 50% of the students reaching grade level or above in ELA and 60% of students reaching grade level or above in Math by June 2011.</p>	<p>The Inquiry Teams will collaborate over the school year with a fixed meeting schedule to identify groups of students in grades 3, 4, and 5 that require academic intervention services. The team will develop strategies for each grade, class and student and track the progress of each constituency throughout the year. Successful strategies will then be implemented to support students in need. Ninety percent of teachers will participate in the inquiry process during the 2010-2011 school year.</p> <ul style="list-style-type: none"> ○ Inquiry Team meets a minimum of twice per week after school and during the instruction day as needed ○ Inquiry Team analyzes ELA and Math data generated by Acuity and ARIS data systems for each student. Analysis of Science and Social Studies data will be expanded. ○ Use of Achieve 3000 to track data in grades 3-5 and inform teachers and 	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p> <ul style="list-style-type: none"> ○ Inquiry Team meeting agendas and minutes ○ Student Portfolios ○ Acuity and benchmarking data to evaluate ongoing student achievement ○ Formal and Informal observations ○ Progress Reports and Report Cards are distributed throughout the school year ○ Achieve 3000 <p>Administrator and Teacher Data binders will be reviewed and updated bi-weekly</p>

	<p>administration as to next steps to build on strengths and identify challenges of students in academic areas.</p> <ul style="list-style-type: none"> ○ Additional inquiry teams were formed on each grade level. There will also be an inquiry team for our ELL population and Special needs students. <p>Inquiry Team will create an academic performance sheet with short term goals and strategies plan for October, November, December, January, March, and April.</p>	
<p>(2) To improve students outcome: 60% of students in grades 3-5 will increase the number of performance indicators mastered on the spring 2011 Literacy and Math Predictive/ITA Assessments.</p>	<ul style="list-style-type: none"> ○ Fund F-Status teacher to provide small group differentiated instructional support to targeted Tier 1 and Tier 2 students ○ Teacher workshop agendas and evaluations ○ Professional Development sessions Lunch & Learn and after-school sessions with professional development on Acuity and ARIS ○ Implementation on grades K, 1, and 2 and continuation of grades 3, 4, and 5 of the Reading Street Program. ○ 21st Century Afterschool Program focus on academics and HW help. ○ Implementation of Words Their Way in Grades K-2. 	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p> <ul style="list-style-type: none"> ○ End-of-Unit Math and ELA tests/benchmark data ○ Acuity data: ITA data, Predictive Assessments ○ Teacher conferences notes ○ Teacher workshop agendas and evaluations ○ Teacher observations and feedback ○ Grade Meetings ○ Professional Development sessions ○ Parent and student survey/responses ○ School Progress Report ○ Internal Quality Review (LSO Monitored) ○ ECLAS2 ○ DRA ○ WRAP
<p>(3)Our school will expand implementation of the Core Knowledge Curriculum in Social Studies and Science</p>	<ul style="list-style-type: none"> ○ Kindergarten - Grade 5 classes participate in the Core Knowledge Instructional program 	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p>

<p>for grades Kindergarten through 5 with children mastering 80% of the standards by June 2011.</p>	<p>and learning activities</p> <ul style="list-style-type: none"> ○ On each grade, (Kgn.- Gr. 5) Core Knowledge topics are evidenced by grade wide themes and projects on display. ○ In each Kgn.- 5 collaboratively plan to select and implement Core Knowledge topics for their grades 	<ul style="list-style-type: none"> ○ Participation in student trips to support Core Knowledge curriculum and instruction ○ Student Portfolios ○ Student Projects ○ School-wide participation in our Book of the Month and Core Virtue initiatives ○ Programs from celebratory events ○ Agendas from professional development ○ Inter-visitation schedule ○ Collaboratively developed Social Studies and Science Unit of Study ○ Teacher lesson plans which include Core Knowledge topics and materials
--	--	---

<p>(4)To increase literacy achievement for students with IEP's in order to obtain AYP. By June 2011, 70% of students with IEP's will increase two or more Fountas and Pinnell benchmarks from September 2010 to June 2011.</p>	<ul style="list-style-type: none"> ○ Principal and Assistant Principal will monitor students' Periodic Assessment results on Acuity and ARIS ○ Assign SETSS teacher to monitor her resource room students' scores in Acuity, provide an evaluation of the results to the Inquiry Team and address student's individual needs by providing remedial instruction. ○ Teachers of students with IEP's must provide Targeted Instruction Assignments to address their students' needs based on the items skills analysis data on the Acuity ITA and Predictive tests. ○ Classroom teachers will complete data sheets identifying students' needs and give it to the 	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p> <ul style="list-style-type: none"> ○ Observe Literacy lessons with a focus on providing individual and small group instruction and utilizing multiple strategies. ○ Analyze the Fountas and Pinnell benchmark data collection of bi-monthly (October, December, March and June) running records to monitor growth toward meeting the June 2011 benchmark. ○ Running records ○ Utilizing Periodic Assessment data to monitor student achievement such as predictive and ITA in Grades 3-5. ○ Monitor growth of students using the
---	--	---

	<p>SETSS teacher.</p> <ul style="list-style-type: none"> ○ Individual teacher meetings with principal to discuss student performance ○ Literacy coach will work with new and more experienced Special Education teacher modeling comprehension strategies, create literacy centers, level books and assist teachers with establishing benchmarks. ○ Knowledge Network Special Education Content Specialist will work with Special Education teachers demonstrating best practices. ○ Special Education students will receive AIS extended day services ○ Arrange for visitations to other schools within CFN 303 to observe effective self-contained and CTT classes. 	<p>ECLAS data in Grades K-2.</p> <ul style="list-style-type: none"> ○ Monthly genre writing samples and rating based on rubrics ○ Collect and monitor the Literacy Coach PD logs and evaluations.
--	--	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

Goal 1 - Inquiry Team

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>(1)The team of key instructional staff will engage in the collaboration process to analyze data from Acuity and ARIS in order to identify deficits in grade 3, 4, and 5, (class-wide, and individual areas) in ELA and Math resulting in the development of strategies for improvement in at least 50% of the students reaching grade level or above in ELA and 60% of students reaching grade level or above in Math by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to meet the above goal we will implement the following:</p> <ul style="list-style-type: none"> ○ Expand upon the scope of the instructional staff who will comprise our school’s team, to include grade leaders, teachers, and support staff by June 2011. ○ Pedagogues will be scheduled for common preparation periods to analyze data and plan differentiated instruction accordingly. This occurs weekly in grades K- 5 ○ An after-school ELL Tutorial Program will be facilitated to address the instructional challenges of our ELL students in ELA, Math, and Science twice a week for 25 weeks ending in June 2011. ○ Saturday Academy will be facilitated to address the challenges of identified Level 2 and Level 3 students. This program is structured to improve upon individual students skills and meets every Saturday for three hours from February 2011 to May 2011. ○ The Team meets twice a week after-school to analyze and implement focused, scaffolded strategies based on student needs. ○ (1) F-Status teachers will provide small group and individualized instruction for Level 1 and Level 2 students in ELA and Math twice a week from October 2010 to June 2011.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The Inquiry Team will collaborate over the school year with a fixed meeting schedule to identify groups of students that require academic intervention services. The team will develop strategies for each grade, class and student and track the progress of each constituency throughout the year. Successful strategies will then be implemented to support students in need</p> <ul style="list-style-type: none"> ○ The main Inquiry Team meets a minimum of twice per week after school and during the instruction day as needed ○ Inquiry Team analyzes ELA and Math data generated by Acuity and ARIS data systems for each student. Analysis of Science and Social Studies data will be expanded. ○ Inquiry Team will create an academic performance, short term goals and strategies plan for October, November, December, January, March, and April. ○ Title 1 tax-levy funds will be used as the funding source for the members of the Inquiry Team.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p> <ul style="list-style-type: none"> ○ Inquiry Team meeting agendas and minutes ○ Student Portfolios ○ As per Acuity and benchmarking data, 80% of all students will move to achieve benchmark levels ○ Formal and Informal observations are conducted daily ○ Progress Reports and Report Cards are distributed every three months throughout the school year ○ Administrator and Teacher Data binders will be reviewed and updated bi-weekly ○ Grade specific inquiry team, ELL and special teams will meet twice a month.

Subject/Area (where relevant):

Goal 2 – Literacy and Math K-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students outcome: 60% of students in grades 3-5 will increase the number of performance indicators mastered on the spring 2011 Literacy and Math Predictive/ITA Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to meet the above goal we will implement the following:</p> <ul style="list-style-type: none"> ○ Fund F-Status teacher to provide small group differentiated instructional support to targeted Tier 1 and Tier 2 students twice a week from October 2010 to June 2011 ○ Utilize CFN Content Specialists for a series of monthly workshop using data to improve student learning outcomes for all students ○ Classroom observations focused on Literacy and Math Instruction daily ○ Monthly professional development in analyzing data and interpretation of specifically targeted student needs ○ Enhanced instructional strategies to insure success of the targeted student through collaborative planning time for team meetings, study groups, and model lessons focused on differentiated literacy and math instruction. ○ Student work samples and unit tests used to assess master of skills every five weeks ○ Inform and involve parents in the use of targeted strategies to address the needs of their children – Progress Reports and Report cards are sent home to parents every three months
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Fund F-Status teacher to provide small group differentiated instructional support to targeted Tier 1 and Tier 2 students ○ Teacher workshop agendas and evaluations ○ Professional Development sessions ○ Lunch and Learn sessions ○ Programs from celebratory events ○ Implementation of grades K-5 of the Reading Street Reading Program

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p> <ul style="list-style-type: none"> ○ End of Unit Math and ELA test/benchmark data are given to students every five weeks ○ Acuity Data: ITA data, Predictive Assessments – November 2010, January 2011, March 2011 ○ Results from Achieve 3000 Assessment ○ Teacher conferences notes ○ Teacher workshop agendas and evaluations ○ Teacher observations and feedback occurs daily ○ Grade Meetings occur weekly ○ Professional Development sessions monthly ○ Parent and student survey/responses – March 2011 ○ School Progress Report – October 2011 ○ Internal Quality Review (CFN Monitored) – May 2011
--	--

Subject/Area (where relevant):

Goal 3 – Core Knowledge

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our school will expand implementation of the Core Knowledge Curriculum in Social Studies and Science for grades Kindergarten through 5 with children mastering 60% of the standards by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to meet the above goal we will implement the following:</p> <ul style="list-style-type: none"> ○ Staff Developer and Assistant Principals will provide support and professional development for teachers in the implementation of Core Knowledge bi-monthly. ○ Provide participating grade teachers (K, 1, 4, and 5) with ongoing Core Knowledge professional development provided by Knowledge Network monthly. ○ Schedule common planning time and Core Knowledge content area meetings to plan grade-wide Social Studies and Science projects weekly.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Kindergarten, Grade 1, Grade 4 and Grade 5 classes participate in the Core Knowledge Instructional program and learning activities ○ On each grade, (Kgn., Gr. 1, Gr. 4, and Gr. 5) Core Knowledge topics are evidenced by grade wide themes and projects on display. ○ In each Kgn., Gr. 1, Gr. 4, and Gr. 5 collaboratively plan to select and implement Core Knowledge topics for their grades ○ Continue to fund purchasing of specific Core Knowledge content area materials from SWP funding; per session funds to support planning of curriculum units; budgets allowances for celebrations, events to involve parents, school, newspaper, additional supplies for projects and trips budgetary constraints.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:</p> <ul style="list-style-type: none"> ○ Participation in student trips to support Core Knowledge curriculum and instruction occur monthly ○ Student Portfolios ○ Student Projects are produced monthly and displayed throughout the school ○ School-wide participation in our Book of the Month and Core Virtue initiatives occur monthly and on an ongoing basis ○ Programs from celebratory events November 2010, December 2010, February 2011, and June 2011 ○ Agendas from monthly professional development sessions ○ Inter-visitation are regularly scheduled ○ Collaboratively developed Social Studies and Science Unit of Study ○ Teacher lesson plans which include Core Knowledge topics and materials

Subject/Area (where relevant):

Goal 4 – Students with IEP’s

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase literacy achievement for students with IEP’s in order to obtain AYP. By June 2011, 70% of students with IEP’s will increase two or more Fountas and Pinnell benchmarks from September 2010 to June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Principal and Assistant Principal will monitor students’ Periodic Assessment results on Acuity and ARIS ○ Assign SETSS teacher to monitor her resource room students’ scores in Acuity, provide an evaluation of the results to the Inquiry Team and address student’s individual needs by providing remedial instruction. ○ Teachers of students with IEP’s must provide Targeted Instruction Assignments to address their students’ needs based on the items skills analysis data on the Acuity ITA and Predictive tests. ○ Classroom teachers will complete data sheets identifying students’ needs and give it to the SETSS teacher. ○ Individual teacher meetings with principal to discuss student performance ○ Literacy coach will work with new and more experienced Special Education teacher modeling comprehension strategies, create literacy centers, level books and assist teachers with establishing benchmarks. ○ Knowledge Network Special Education Content Specialist will work with Special Education teachers demonstrating best practices. ○ Special Education students will receive AIS extended day services ○ Arrange for visitations to other schools within CFN 303 to observe effective self-contained and CTT classes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Fund F-Status teacher to provide small group differentiated instructional support to targeted Tier 1 and Tier 2 students ○ Saturday Academy ○ Ongoing Professional Development sessions on Acuity and Achieve 3000

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

The objective evidence used throughout the year to evaluate progress towards meeting your goal will be:

- End-of-Unit Math and ELA tests/benchmark data are given to students every five weeks
- Acuity data: ITA data, Predictive Assessments – November 2010, January 2011, March 2011
- Results from Achieve 3000 assessment
- Teacher conferences notes
- Teacher workshop agendas and evaluations
- Teacher observations and feedback occurs daily
- Grade Meetings occur weekly
- Professional Development sessions monthly
- Parent and student survey/responses - March 2011
- School Progress Report – October 2011
- Internal Quality Review (CFN Monitored) – May 2011

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	36	36	N/A	N/A				
1	44	44	N/A	N/A				
2	57	57	N/A	N/A				
3	84	84	N/A	N/A				
4	92	92						
5	75	75						
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All current classes K-5 are using the Reading Street Reading Program. Achieve 3000, ELA and writing instruction is provided during the 37.5 minute period before school opens in small groups of no more than 10 ten children. AIS pull-out program during the school day in a small group no more than 8 children, Afterschool program, Wilson, Foundations and Great Leaps, Saturday Academy, ELL Tutorial Afterschool (Tues. and Thurs.) using the ELL strategies in the Reading Street Program.
Mathematics:	K-5 uses Everyday Math Program for Math instruction. Additional Math instruction is provided during the 37.5 Extended Day period before school begins in a group no more than 10 children using various practice materials from Acuity, Kaplan and other instructional programs, One F-status teacher with no more than 8 children, and the ELL afterschool Tutorial Program (Tues. and Thurs.)using ELL strategies in the Everyday Math Program.
Science:	Our 4th grade students are provided with Science instruction 2 periods a week by our Science cluster. They are involved with hands-on experiments and utilize hands-on materials (electricity, life science, physical science). The ELL afterschool tutorial program also works with small groups of students providing increased support.
Social Studies:	Our students are provided with a Social Studies cluster teacher who utilizes hands on materials (maps, globes, trade books, etc.). The ELL afterschool tutorial program works with small groups of students providing increased support.
At-risk Services Provided by the Guidance Counselor:	Emergency counseling is available at any time. Children with IEPs are seen by an additional counselor for mandated services.
At-risk Services Provided by the School Psychologist:	Emergency counseling is available at any time.
At-risk Services Provided by the Social Worker:	Emergency counseling is available at any time. SBST counseling services are being serviced.

At-risk Health-related Services:	Emergency counseling is available at any time by the school nurse. Classes are given to students with asthma, allergies and diabetes.
---	--

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I: Student and School Information

Grade Level(s) 2-5 Number of Students to be Served: 28 LEP _____ Non-LEP _____
Number of Teachers 2 Other Staff (Specify) Literacy Staff Developer and Science Teacher

School Building Instructional Program/Professional Development Overview

Section II: Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. In the space provided below, describe the school's language instruction program for Limited English Proficient (LEP) students. The description must include type of program/activities, number of students to be served, grade level(s); language (s) of instruction; rationale for the selection of program-activities, times per day/week, program duration, and service provider and qualifications.

The P.S. 272 ELL Academy is designed to improve and develop literacy, math, and science skills for ELL students. Students will engage in language and literacy as well as content area activities using Smart Board technology. This technology supports a multi-sensory approach to learning. ELL children can touch, see and use interactive strategies to enhance learning. Literacy instruction will also include the use of phonemic awareness, shared reading and writing activities, and the workshop model. ESL strategies will include the Language Experience Approach, Think/Pair/Share, Jigsaw and Accountable Talk. Instructional scaffolding techniques such as bridging, reflecting, questioning and modeling will be employed to support content area instruction.

The Title III After School ELL Academy will target ELL students in grades 2, 3, 4, and 5. It will provide students with English language and Literacy instruction each Thursday from 3:00 p.m. to 5:00 p.m. Math/Science instruction will take place each Tuesday from 3:00 to 5:00 p.m. Reading and writing skills will be reinforced through the use of such techniques as the four square model, phonemic awareness, and balanced literacy. Additionally, recently arrived non-English speaking students will receive small group instruction in order to build listening, speaking, reading and writing skills. A licensed ESL teacher, supported by content area teachers in math and science will participate in a team-teaching environment to provide direct instruction to ELL students. The P.S. 272 ELL Academy will begin Thursday, December 2, 2010 and will continue for a total of 20 weeks. A program supervisor will oversee the ELL program for one and a half hours per week for 20 weeks. The following materials will be purchased with Title III funds to support the program:

1. Comprehension Strategies Kit by Options publishing for grades 2, 3, 4, 5 - \$1240.00
 2. Leveled Books and Classroom supplies, BMI Educational Books/Readers ESL/ELL series - \$500.00
 3. Original Multicultural Literature Library - \$450.00
-

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development for Title III teachers will be conducted by the school’s ESL teacher and Literacy coach, staff developers and/or licensed classroom teachers. There will be a total of six workshops, two in Science, two in ESL, and two in Math. Each workshop will be for a period of two hours. ESL professional development will demonstrate ESL techniques, methodologies and assessments. Literacy and Math professional development will assist classroom teachers by providing meaningful strategies that can be implemented in the classroom. Instruction will be enhanced through the use of big books, visuals and math manipulatives. Teachers will be working together with their staff developers to create original materials for the program. Professional Developments workshops will be conducted as follows:

January 2011 – 1 ESL, 1 Math
February 2011 – 1 Science
March 2011 – 1ESL, 1 Math
April 2011 – 1 Science

Section III: Title III Budget

Allocation: \$15,000.		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure After School Program
Professional staff, per session, per diem (schools must account for fringe benefits) - Per session - Per diem	\$ 12,707.94	1 Supervisor x 30 hours x \$52.21 = \$1,566.30 1 ESL Teacher - 4 hours/week/20weeks @ \$49.89=3991.20. 1 Math Teacher – 2 hours/week/20 @ \$49.89= \$1995.60 1 Science Teacher x 2 hours/weekx20 weeks x \$49.89 = \$1995.60 Professional Development Workshops: 3 teacher trainers x 6 sessions x 2 hours @ \$49.89 = \$1796.04 5 Teachers x 112 hours training rate x \$22.72 = \$1363.20
Purchased services -High quality staff and curriculum development contracts	0.00	N/A
Supplies and materials - Must be supplemental - Additional curricula, instructional materials. Must be clearly listed	\$ 2190.00	Comprehension Strategies Kit by Options Publishing - \$1240.00 Leveled Books and classroom supplies – BMI Books ESL/ELL Readers Selection - \$500.00 Original Multicultural Literature - \$450.00
Educational Software (Object Code 199)	\$ 0.00	N/A
Travel	0.00	N/A
Other	\$ 100.00	Parent Refreshments
TOTAL	\$14,997.94	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 272's written translation needs assessment was based on an analysis of the actual responses generated in direct relation to parent letters that were sent home. In situations where letters were sent home translated into Spanish or Haitian Creole, our response rate to program letters regarding child participation in the ESL program as well as the availability of parent workshops, greatly increased. Our attendance at parent meetings and workshops improved as well, due to the initiative of locating the available parent volunteer translators.

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

After assessing responses to various ELL parent letters from previous school years, several findings became evident. Due to the fact that we did not have personnel who could translate documents in languages such as Urdu or Arabic, we were unable to reach a large segment of parents to advise them of parent meetings, workshops and special events. P.S. 272 offers many beneficial parent workshops. However, attendance records indicated a low turnout of ELL parents. Analysis findings are that interpreter services at these workshops would enhance ELL parent participating

Part B: Strategies and Activities

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

Written translations of school letters and announcements will be translated into Spanish, Haitian, Urdu, Arabic and Chinese (Mandarin and Cantonese). Letters will notify parents of upcoming standardized tests, classroom rules, educational standards, homework assistance opportunities as well as advising them of parent/teacher conferences and tutorials that can be provided for ELL children. These letters will be written by in-house school staff, parent volunteers and with assistance from the NYC Board of Education Dept of Translation and Interpretation services.

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

Oral interpretation services are somewhat more difficult to supply than written translation services. We are fortunate to have school staff who are fluent in Spanish, Haitian Creole, Chinese and French. Fortunately, we have parent volunteers who have agreed to make themselves available whenever possible to assist with interpretation in Urdu, Arabic and Dutch.

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

Each parent whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parents Rights and Responsibilities, to inform them of their rights regarding translation and interpretation services. Additionally, a sign is posted in the school's vestibule which indicates the availability of interpretation services. The school's safety plan contains procedures that will ensure parents in need of language access services, are not prevented from reaching the school's administrative offices solely due to language barriers. Included in these procedures are the administrative and staff members who are able to provide translation and interpretation services within the building.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 644,747.00	\$ 1, 401.00	\$ 646, 148.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6, 447.00	\$ 1, 401.00	\$ 7, 848.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 32, 237.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 67, 778.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine

major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PIP (Parental Involvement Policy)

PS 272 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parent of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with parental involvement.

PS 272 implements and coordinates parent programs, and build ties between parents and schools by:

- Providing a resource center (family room) with parent coordinator.
- The parent coordinator conducts workshops for parents during the school day to involve parents on academic issues and family matters.
- Providing meeting at a variety of times to maximize the opportunity for parents to participate in school related activity.

- Providing assistance to participating parents in such areas as understanding the goals of the school, the state content standards, the state's student performance standards, how to monitor a child's progress, work with educators to improve performance of their children as well as information on how parents can participate in decisions relating to the education of their children.
- Providing materials and training to participating parents.
- Providing appropriate roles for community based organization and businesses in parent involvement activity.
- Providing opportunities to learn about child development and child rearing issues that are designed to help parents become full partners in the education of their children.
- Providing parent/teacher conferences.
- A monthly Family Night is set aside for where teachers, students and family attend a night filled with activities, food, and conversation.
- GED Program for parents.
- Learning Leaders are parent volunteers who give their time in helping to assist teachers and students in learning community.

School Parent Compact

School Responsibilities

PS 272 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
In ELA: Harcourt and Reading Street, In Math: Everyday Math, In Science and Social Studies: Core Curriculum
Using these material, classroom teachers are using their class assessments (Acuity, E-PAL, ACHIEVE 3000, DRA, WRAP, E-CLAS, F and P, Unit tests in ELA and Math), for differentiated instruction, individual and small group instruction during the school day and AIS extended day in the morning.
- Hold parent-teacher conference during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on November 09, 2010 in the afternoon and evening.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Progress reports will be given to parents in October, January, and May. Report cards will be given to parents in November, March, and June.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Staff is available for consultation on the teacher preparation period and/or by appointment
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Parents can sign up to volunteer as Learning Leaders during the school day. They have to contact the Parent Coordinator for training. If the parent would like to participate or observe in classroom activities, they must make an appointment with the grade assistant principal and teacher.

Parent's Responsibilities

We, as parents, will support our children's learning in the following ways:

-
- Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities everyday;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
-
- Volunteering in the school
 - Participating, as appropriate, in decisions relating to my children's education;
 - Promoting positive use of my child's extracurricular time;
 - Participating in school activities on a regular basis;
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
 - Reading together with my child every day;
 - Providing my child with a library card;
 - Communicating positive values and character traits, such as respect, hard work and responsibility;
 - Respecting the cultural differences of others;
 - Helping my child accept consequences for negative behavior;
 - Being aware of and following the rules and regulations of the school and district;
 - Supporting the school's discipline policy;
 - Express high expectations and offer praise and encouragement for achievement.
-

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The assessments we use are Acuity, E-PAL, DRA, WRAP, ACHIEVE 3000, E-CLAS, Unit tests in ELA and Math, and State ELA and Math Tests.

Program resources to help participating children meet the State standards.

- Saturday Academy
- Professional Development
- AIS Extended Day
- Core Knowledge
- Education Consultants
- Science and Social Studies Cluster Teachers
- Mainstreaming Special Needs students into General Education Classrooms
- 90 Minutes Literacy Block
- 21st Century Afterschool Program (Academics, Arts, Fitness)
- ELL Afterschool Tutorial (Tues. and Thurs.)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - Saturday Academy
 - ELL Program
 - AIS Program
 - Universal Pre-K
 - Targeted Pre-K
 - Early Grade Class Size Reduction
 - Parent Coordinator
 - Summer School
 - 21st Century Afterschool Program

- e) Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
- Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - Extended day before school
 - After-school tutorial
 - Saturday Academy
 - Help provide an accelerated, high-quality curriculum, including applied learning; and
 - Minimize removing children from the regular classroom during regular school hours;

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified.

4. 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 Schoolwide Program to meet the State's student academic standards.

Professional development for teacher, principals, and paraprofessionals are:

- Flippen Group
- Tennis
- Cool Culture
- All personnel are provided with professional development both in-house and off-site to support student advancement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Securing the Flippen Group (Capturing Kids Hearts) to facilitate professional development where teachers will learn skills in creating a safe and effective environment of learning develop self-managing classrooms, in dealing with behavioral and disrespect issues.
- Retreats
- Lunch and Learn
- Grade Conferences
- Inter-visitations
- ARIS Training
- Professional Development (In-House) – Smartboard, Reading Street, Columbia Teachers College Writing Program, Acuity, Math, Portfolios, Data Binders, ARIS

6. Strategies to increase parental involvement through means such as family literacy services.

We have implemented parent workshops with the Family worker, Monthly Family night, PTA, Trips, and PARENTS (Parents Are Reading Every Night To Students), 21st Century Parent workshops on parenting skills.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have Universal Pre-K and Targeted Pre-K that help preschool children transition from Pre-K to Kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers have attended Retreats and Workshops. They also have grade conferences and common planning time. The Inquiry Team gives the teachers data in ELA and Math.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student's difficulties are identified in Acuity, DRA, WRAP, ACHIEVE 3000, E-PAL, Fountas and Pinnell, Pre and Post assessments in Math, Unit tests in ELA and Math, and using the Professional Series. Activities based on the results of the data are used in individual, small group instruction, AIS extended day, and Saturday Academy.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our programs include:

- o Ballet Tech
- o Hebrew Educational Society
- o Brooklyn Public Library
- o Creative Outlet
- o Martial Arts
- o NYC Police Dept
- o Title I SWP
- o Special Needs IDEA
- o Targeted Pre-K
- o ERSSA SETTS
- o NYSTL Allocation
- o Brooklyn Public Library
- o Chorus
- o 21st Century Grant
- o TADA
- o Education Council
- o EGCSR
- o Universal Pre-K
- o Part 154 LEP
- o ERSSA SBST
- o Title III LEP

- Parent Coordinator

11. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

12. Schoolwide reform strategies that:

c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

d) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

13. Instruction by highly qualified staff.

14. 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 Schoolwide Program to meet the State's student academic standards.

15. Strategies to attract high-quality highly qualified teachers to high-need schools.

16. Strategies to increase parental involvement through means such as family literacy services.

17. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

18. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

19. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$ 644, 747.00		
Title I, Part A (ARRA)	Federal	x			\$ 1, 401.00		
Title II, Part A	Federal	x			\$ 109, 646.00		
Title III, Part A	Federal	x			\$ 15, 000.00		
Title IV	Federal	x			\$ 0.00		
IDEA	Federal	x			\$ 0.00		
Tax Levy	Local	x			\$ 0.00		

N/A to PS 272 Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

N/A To PS 272 APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

N/A TO PS272 APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

9

2. Please describe the services you are planning to provide to the STH population.
 - Yearly food drive
 - Penny Harvest
 - Diabetes Walk
 - Clothes/Coat/Toy Drive
 - McKinney-Vento posters are displayed to inform parents of their rights under the Homeless Assistance Act
 - STH – services provided are counseling and academic intervention as needed

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 272 Curtis Estabrook					
District:	18	DBN:	18K272	School		331800010272

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	69	68	71		90.5	92.3	90.8
Kindergarten	100	101	98				
Grade 1	121	124	100	Student Stability - % of Enrollment:			
Grade 2	97	129	135	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	89	93	126		92.5	87.0	90.9
Grade 4	88	99	98				
Grade 5	95	98	91	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.4	85.7	93.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	14	17
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	659	713	720	(As of October 31)	2007-08	2008-09	2009-10
					1	2	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	50	61	Principal Suspensions	63	41	33
# in Collaborative Team Teaching (CTT) Classes	40	47	53	Superintendent Suspensions	18	7	19
Number all others	27	28	34				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	71	64	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	24	9
# receiving ESL services only	34	40	TBD				
# ELLs with IEPs	0	4	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	5	6	20
---	---	---	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.2	78.1	89.1
				% more than 5 years teaching anywhere	60.6	68.8	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	90.6
American Indian or Alaska Native	0.8	0.4	0.7	% core classes taught by "highly qualified" teachers	97.5	99.0	100.0
Black or African American	77.7	78.8	81.5				
Hispanic or Latino	14.0	12.5	13.9				
Asian or Native Hawaiian/Other Pacific	3.3	2.2	1.9				
White	1.2	1.7	1.3				
Male	50.8	52.0	49.9				
Female	49.2	48.0	50.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	40.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Office of English Language Learners Grades K-12 Language Allocation Policy Submission Form

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

--

A. Language Allocation Policy Team Composition

Network Cluster Children First Network	District 18	School Number 272	School Name Curtis Estabrook
Principal Ms. Dakota Keyes		Assistant Principal Ms. K. Gittens	
Coach Ms. Dorothy Leff- Literacy		Coach	
Teacher/Subject Area Ms. Baldino - Fifth Grade		Guidance Counselor Ms. Veronica Grieco	
Teacher/Subject Area Ms. Blyther - Fourth Grade		Parent Ms. S. Morsby, PTA Pres.	
Teacher/Subject Area Mr. Gleason - Second Grade		Parent Coordinator Ms. Pinckney	
Related Service Provider Ms. Mund - ESL Teacher		Other - Ms. Janet Paget, Testing	
Network Leader		Other Mr. J. Masterson, Psychologist	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	722	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	5.265.26%
------------------------------------	------------	----------------------	-----------	---	------------------

--

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a child is first enrolled in the New York City Public School System, it is imperative that the school provide trained individuals adept in assessing eligibility for possible English Language Support Services. The steps to determining eligibility are as follows:

1. The parent/ guardian of the newly enrolled child completes a Home Language Survey form in his/her native language. The HLIS form is provided by Mrs. Mund, licensed ESL Teacher and/or a licensed pedagogue. If a HLIS form does not exist in the parent's native language, we procure assistance in the form of a licensed pedagogue or administrator to assist in completing the HLIS form and conducting a native language interview. Translation services are readily available during the ELL Identification Process. After successfully completing the first part of the HLIS form, an informal parent/child interview and the formal initial assessment are then conducted by either Ms. Mund, licensed ESL teacher, (fluent in Spanish), Ms. Cheung, a licensed classroom teacher (fluent in Cantonese and Mandarin), Ms. Dory, a licensed classroom teacher (fluent in Haitian Creole) or one of our three (3) licensed administrators; Principal Keyes, Assistant Principal Gittens, or Assistant Principal Fedder. . In the event that we cannot provide appropriate in-house translation services due to the parent's native language, we contact the Board of Education's Translation and Interpretation Center for trained assistance. The ELL Identification Process must be completed within ten (10) school days of a child's initial enrollment as per CR Part 154.

2. Based upon the completion of the HLIS form and the results of the formal and informal interviews, the newly enrolled child is designated as "eligible" for LAB R Testing or "not eligible" for testing. The person determining eligibility for testing is Ms. Judy Mund, a licensed ESL teacher, 24 years as a licensed NYC teacher, including 18 years as a licensed ESL Teacher and Staff Developer. Ms. Mund's credentials include a B.S. in Spanish Language and Literature from Boston University and an M.S. in TESOL from Hofstra University.

If the criteria for testing is met, the child is then administered the LAB-R exam. The LAB-R is given only once to a student when he or she first enters the New York City School system. If a child with a home language of Spanish tests into the ESL program by virtue of the LAB-R exam, he/she is then administered the Spanish LAB test. The Spanish LAB is also administered only once in a child's school career.

Additionally, each spring the NYS English as a Second Language Achievement Test is administered to the ELL students by Mrs. Mund, the ESL teacher. The test measures English proficiency in the modalities of Speaking, Listening, Reading and Writing. This diagnostic test determines if the ELL child continues to be eligible to receive ESL services. The test result also drives future emphasis on differentiated instruction as it indicates a student's areas of weakness as well as strength.

3. After LAB-R testing, a child is deemed "eligible" or "not eligible" for ESL services. If the child is not eligible, the parent is informed via a "Non Entitlement " letter, sent home in the child's native language. If the child is indeed eligible for ESL services, the parent then receives an "Entitlement" letter, again in the native language. These letters, in the appropriate native languages, are available to the ESL pedagogue and school administrators on the NYC Department of Education website.

At this point, the parent of the newly enrolled ELL student is entitled to receive information as to the variety of ELL programs that are available to the child and then select a program that would best serve his or her child. This information session is offered in several ways: First, and most comprehensive is the Parent Orientation, conducted by the ESL teacher, Mrs. Mund and the Parent Coordinator, Mrs. Pinckney. During the orientation, the parents view an explanatory videotape which details the various ESL/Bilingual Educational Models...namely Transitional Bilingual Education, Dual-Language Programs and the Freestanding ESL model. The videotapes are available in multiple languages which facilitate the explanation of all three program models. Parental selection forms are printed in languages appropriate to the P.S. 272 community - English, Haitian Creole, Spanish, Urdu, Arabic and Chinese. Additionally, bilingual pedagogues, are made available to assist with questions and answers.

4. Of course, there are instances in which parents may not be available to attend the Parent Orientation, due to work schedules or child care issues. When this is the case, alternate forms of outreach are utilized in a timely fashion due to the ten (10) day mandate. There are several forms of outreach available: a) telephone conversations, b) individual appointments with the ESL teacher and c) additional letters of explanation.

Telephone conversation:

If the original form of written outreach is unsuccessful, a telephone call to the parent/guardian is made. The ESL teacher is fluent in Spanish and is able to offer verbal explanations of the ESL/Bilingual models. Ms. Cheung, a licensed 2nd grade teacher, is fluent in Cantonese and Mandarin and is available to assist with telephone calls as well. Ms. Dory, a licensed 4th grade teacher is fluent in Haitian Creole and is available to assist with translation services.

Individual Appointments: Mrs. Mund, the ESL teacher, makes herself available to have individual meetings with parents for whom the Parent Orientation was not a viable option.

Additional Letters: If a parent does not respond to the Parent Orientation invitation, a follow-up telephone call is made to the home. If the call fails to garner a response from the parent, an additional letter is sent to the home in the mail.

Entitlement letters, non-entitlement letters, and parent orientation letters are all initially sent home to the parent, taped into the child's notebook and placed into his/her backpack. It is requested that the letters be returned to the child's classroom teacher. If a response is not received within two (2) days, the letter is sent home again in the same fashion. If a response is not received by the next school day, a phone call is made to the home that day. If within two (2) days, telephone contact is unsuccessful, a letter goes home in the mail to the parent. Although most parents can be reached through this system, for those from whom we receive no response, contact is made with the parent as they are dropping off or picking up their child from school.

5. P.S. 272 maintains a free-standing ESL program with both pull-out and push-in components. The trend in parental program choices over the past several years has been to utilize P.S. 272's ESL program 100 % of the time due to parental constraints of travel and time issues. The last request we received for a Haitian Creole bilingual class placement was in April 2005. Unfortunately, at that time, District 18 did not have any bilingual classes and the parent decided it was not feasible for him to travel to District 17 to enroll his child in a Creole bilingual class. This year, P.S. 276 in District 18, an elementary school in close proximity to P.S. 272, has created two Haitian Creole Bilingual classes. If a parent requests a Bilingual setting for his or her child or if no preference form is ultimately procured, the parent can be directed to P.S. 276 for application to their program. All original HLIS forms, parent choice letters and signed continuation letters are placed in the child's cumulative record file. Copies of these forms are maintained in the ESL room under Mrs. Mund's guidance.

6. The free-standing program model offered at P.S. 272 is in total alignment with our parental requests.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K	1	2	3	4	5
	6	7	8	9	10	11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In			1	1	1	1								4
Total	0	0	1	1	1	1	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										00
Dual Language										00
ESL	36	0	1	2	0	1	0	0	0	3838
Total	363 6	00	11	22	00	11	00	00	00	3838

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														00
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00

Punjabi																					00	
Polish																						00
Albanian																						00
Yiddish																						00
Other																						00
TOTAL	00																					

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																			
Spanish																			00	00	
Chinese																			00	00	
Russian																			00	00	
Korean																			00	00	
Haitian																			00	00	
French																			00	00	
Other																			00	00	
TOTAL	00																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish										00	00
Chinese										00	00
Russian										00	00
Korean										00	00
Haitian										00	00
French										00	00
Other										00	00
TOTAL	00										

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	2	1	2	1								99
Chinese		1	2		1									44

Russian															00
Bengali															00
Urdu					1										11
Arabic			2												22
Haitian	1	4	2	6	1	7									2121
French															00
Korean															00
Punjabi															00
Polish															00
Albanian															00
Other				1											11
TOTAL	33	66	88	88	55	88	00	3838							

A. Programming and Scheduling Information

1. How is instruction delivered?
 1. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 2. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1a,b
 P.S. maintains a free-standing ESL program. The organizational model is two-fold. It consists of ESL pull-out sessions with the certified ESL teacher and ESL push-in sessions, where the ESL teacher works within the students' classroom in collaboration with the classroom teacher. During ESL pull-out instruction, ESL groups are arranged heterogeneously by grade level, either in a single grade environment or a combination of contiguous grades. For example; all grade fourth grade students may receive ESL instruction at scheduled times or the fourth and fifth grade groups may be scheduled to receive instruction together. This is necessary to ensure that the state mandated minutes are delivered to each student based on his or her proficiency level.

2, 2a
 The staff at P.S. 272 is committed to providing the mandated instructional minutes to all ELL students. Beginner and Intermediate ELL students receive 360 minutes of ESL instruction per week. These minutes are provided via eight (8) 45 minute instructional sessions, divided into the push-in and pull-out models. Advanced ELL students receive 180 instructional minutes per week, delivered via a combination of four

(4) pull-out and/or push-in sessions. The P.S. 272 administration has organized placement of ELL students together in grade appropriate classes. This facilitates ESL push-in instruction with a minimum of disruption to the child's academic day and maintains continuity during content area and/or English language arts instruction. The exception to his plan is for newly arrived students who initially do not understand or speak any English. While they do participate in the push-in and pull-out models, they receive small-group pull-out instruction with the ESL teacher regardless of grade level. This affords them the opportunity to build foundations and well as participate in activities with students of higher proficiency levels.

3.

General education and Special Education ELL students are grouped by grade and proficiency levels. They participate in small-group, hands-on and task oriented activities which stimulate the production of verbal and written language. Activities focus on balanced literacy, phonemic awareness, critical thinking, accountable talk and the workshop model. Reading skills are developed through shared reading, guided reading, read-alouds and independent reading. At P.S. 272, there is a strong emphasis on the development of writing skills for ELL students through the use of the writing workshop model, the four square writing method, syntax and spelling activities, editing and shared and creative writing. P.S. 272 uses Pearson's Reading Street series in Kindergarten through fifth grade classes. ELL students participate in the Reading Street series as well as the Moving into English Literacy program, which provides textbooks with original stories, poetry, reading comprehension activities, assessment guides, student activity books and audio tapes. Additionally, the program provides leveled libraries for the ESL classroom and for classrooms with ELL students in grades Kindergarten through Three.

The integration of literature and activities that highlight the diverse cultures of the community engage both students and parents in a meaningful exchange of language and ideas. It is vital to integrate language acquisition and content area instruction in order to promote academic language development. Thematic units provide meaningful new vocabulary and syntactical structures and are designed for maximum comprehensible input. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary. A print-rich language environment is essential for cognitive language acquisition. Instructional scaffolding techniques such as bridging, reflecting, questioning and modeling are employed to support content area instruction and to improve comprehension. Realia, pictures, big books, charts, maps and posters are used to provide context clues and improve English language proficiency. ESL strategies such as Total Physical Response, CALLA, and the Language Experience Approach are used to facilitate English language instruction.

.P.S. 272 has specialty teachers in Science and Social Studies as well as Computer Technology, Dance, Physical Education and Library to enhance content area instruction for ELL students. Content area instruction is also delivered by the ESL teacher.

Science instruction is provided for students, including ELL students, by a certified classroom teacher with a specialty in Science. P.S. 272 employs the Harcourt series, Science. This series includes textbooks, overheads, workbooks, lab manuals and non-fiction literature for guided reading activities and read-alouds pertaining to science. Hands-on activities and science experiments enhance the science experience for the ELL students. The Science series is geared towards students in grades Kindergarten through Five.

Computer technology skills classes are provided for P.S. 272 students, including ELL students, by a certified classroom teacher who has participated in additional computer science courses. ELL students receive hands-on instruction in all components of Microsoft Works, including Power Point, Excel and Microsoft Word. Additionally, they receive instruction in notebook software for use with Smart Board technology.

Math instruction is provided for students within their classroom by certified classroom teachers who use the Everyday Math Series. This series is used in grades Pre-K through 5 and is complemented by the Math Steps workbook in grades K through 5. While math appears to be the most universal of content area subjects, there is special attention paid to word problems which, in our experience, seem to be the most difficult for ELL students to negotiate. Teachers focus on specialized math vocabulary to facilitate understanding in this content area.

4. In order to differentiate instruction for ELL students, it is important to be familiar with the learning styles of your children. Some students are concrete thinkers while others are abstract thinkers. Some students have a learning style that requires them to see information in writing whereas others can process information simply through listening to it. All students have different abilities, areas of strength and areas that can benefit from improvement. We have to identify how a child learns and then design a project for different skill sets. For example, if you have a group that contains beginner, intermediate and advanced ESL subgroups, students can be grouped collaboratively. If the goal is to produce a group project, students would be given tasks based on their individual learning styles and abilities. If the group task is to create a chart for a science project, an advanced level child may be adept at conceptualizing what the chart should look like. An intermediate or advanced child can gather information for the chart, a beginner child might be able to draw the chart or cut sentence strips

for the chart and an intermediate student could label the chart. In this particular instance, the ESL teacher serves as facilitator while the children interact with each other and gain knowledge from each other. The result is truly collaborative and offers beginner, intermediate and advanced students a sense of productivity and success.

4a. P.S. 272 currently does not have any Students with Interrupted Formal Education (SIFE).

However, if the situation were to arise, in addition to mandated ESL services, SIFE students would receive Monday through Thursday AIS instruction, from 8:00 a.m. to 8:37 a.m. Additionally they would have access to the Title III After-School Academy, which would meet two afternoons per week for two hours each day. After school instruction focuses on English language and literacy skills plus science and mathematics. Additionally, SIFE students would have counseling services and speech and language development services available to them.

4b. Newcomers are an integral part of the ELL population at P.S. 272. It is important to offer students an environment in which they feel comfortable and safe in order to garner maximum language acquisition and academic achievement. Newcomers also have access to all AIS instruction, the Title III After-School Academy, the Saturday Tutorial Program, and a new after-school initiative called STARR, which will be discussed in further detail. A large part of the success of newcomers also depends on parental involvement. Newly arrived parents often have reservations about participating in school activities due to insecurities regarding their own English language skills or unfamiliarity with the school system in general. We know that a child who receives additional academic support and interest at home usually has an increased chance of academic success. To that end, P.S. 272 endeavors to engage the parent in school activities. The Parent Coordinator holds monthly parent workshops in which Newcomers are encouraged to participate. We try to arrange for a parent volunteer who can provide translation services whenever possible. The Parent Coordinator also serves as a liaison to community groups which can provide assistance in such areas as housing, counseling and employment. Students who arrive prior to the beginning of the school year receive a tour of the school and explanation of services provided by an administrator on-site. P.S. 272 believes in serving the community, the children who attend our school and the entire family unit as well.

Due to the change in ELA testing from an exemption of three years to only one year, there has been a focus on providing additional support services in the literacy modalities as well as additional assessment activities within the mainstream classroom and the ESL classroom.

4c. If a child is receiving ESL services for four to six years, the academic issues usually stem from difficulties in reading and writing. The instructional plan for this particular group of students include English literacy development through content area instruction, literacy workshops in both reading and writing, and practice in reading and interpreting directions in order to improve test taking skills.

4d. P.S. 272 does not currently have any Long-Term ELLs. However, these ELL students are entitled to attend the P.S. 272 Saturday tutorial program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Long term ELLs also participate in Monday through Thursday AIS services as well as the after-school ELL Academy.

4e. The instructional plan for ELLs identified as having special needs is driven by the individual student's IEP. Goals are created based upon a child's English language ability, learning style, and health and emotional considerations. The instructional focus for literacy would be a high volume of pictures to expand vocabulary, the use of sight- words, hands-on activities, and multi-modality and multi-sensory activities

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support			
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted intervention services for ELLs at P.S. 272 are the same services offered to all students. These include Monday through Thursday AIS from 8:00 a.m. to 8:37.5 a.m., at which time the students receive support in English Language Arts and Math from either a licensed classroom teacher or a teacher specialist. All ELL subgroups are targeted including newcomers, ELLs who are here 4 to 6 years and long term ELLs. Additionally, during the academic school year, an AIS specialist is employed to provide services to those ELLs who have ELA and math scores that fall short of grade level standards. Other intervention services offered include speech, guidance, and counseling. All services are provided in English.

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT exam is for the ESL teacher to maintain monthly updates from the classroom teacher regarding the ELL student's progress. This is to detect or intervene if any academic or social issues arise. Additionally, the ELLs continue to receive time and a half extensions during standardized testing.

7. The 2010-2011 school year features a new after-school program called STARR (Standing Together Achieving Real Results). This is a program that includes homework help and academic instruction in reading and math. The program also features participation in clubs including fitness, dance, mural making, photography, and leadership. The program takes place Mondays through Fridays from 3:00 p.m. to 6:00 p.m. Academic instruction is provided by licensed P.S. 272 teachers. Club instruction is provided by STARR personnel. On Fridays, the children are afforded the opportunity to take field trips as part of this program.

8. Last year's after-school program Millennium has now been replaced with the aforementioned STARR program.

9. All ELL students are afforded equal access to all school programs, both during the instructional school day as well as after-school activities. Academic Intervention Services are provided to ELL students, as well as all students, on Mondays through Thursdays from 8:00 a.m. to 8:37.5 a.m. P.S. 272 also offers the Title III ELL After School Academy, focusing on English language and literacy skills as well as content area instruction in both Math and Science. The Title III ELL After-School Academy meets each Tuesday and Thursday from 3:00 to 5:00 p.m. for a total of 25 weeks. ELL students are also invited to attend the P.S. 272 Saturday Academy which offers students assistance with test prep and provides enrichment activities. All ELL students are encouraged to participate in once-a-month Friday evening family nights, which present the opportunity to join in inter-generational activities and special events.

10. As previously mentioned, ELLs receive technology instruction during computer preps with a licensed teacher. Additionally, P.S. 272 has a block of computers available in the school library which the children may use for doing research projects and information searches. Many of the classrooms at P.S. 272 have smart boards in place. Smart boards have proven to be a valuable tool during instruction and children have become adept in using smart board technology. ELLs have varied instructional materials at P.S. 272. All instructional materials for ELL students are aligned to ESL and ELA learning standards. ELL students use the Harcourt Series, Moving into English, the Rigby series, On Our Way to English, the Oxford Picture Dictionaries, Steck-Vaughn's Phonics series, as well as a plethora of literature including fiction, non-fiction and poetry.

11. P.S. 272 maintains a free-standing ESL program and does not provide direct native language instruction. However, ELL students receive native language support through the Oxford Picture Dictionary series and the availability of native language books and literature.

12. When ELLs enter P.S. 272, they are placed in classrooms according to their age and grade levels. All required service and resources support the appropriate designations.

13. At the beginning of the school year, ELLs and their parents are invited to take a tour of the school, given by an on-site supervisor, to familiarize the ELL student of the location of the rest-rooms, cafeteria, auditorium, gymnasium, and the main office. The ELL students also can visit classroom locations to become familiar with the numerical designations of each room.

14. There are no language electives currently offered to ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. During the 2010-2011 academic school year, Mrs. Mund, the ESL teacher, will attend professional development workshops conducted by network supervisory ESL personnel.

2. The transition from elementary to middle school can be a difficult time for ELL students. Teachers have to explain the routines of the middle school such as departmentalization of subjects and the importance and responsibilities of having to move through the school independently and not in classroom groups. The ESL teacher, along with the classroom teachers, will meet with ELL students in small group settings in order to address these topics of possible concern. Teachers will have question and answer sessions with the students throughout the school year.

3. As per Jose P., new general education and special education classroom teachers are mandated to receive 7 ½ and/or 10 hours respectively, of professional development in ESL materials and strategies. Mandated staff development will take place during common prep time, grade conferences and faculty conferences. Workshops will focus on cultural sensitivity as well as ESL standards, assessments and standardized testing. Classroom teachers of ELLs will experience critical thinking and hands-on activities such as the use of the Interactive Smart board in the classroom, the Jigsaw model, Think/Pair/Share and Novel Ideas. Workshops will be on-going throughout the year, taking place every other month. They will include the following subjects: "Celebrating Cultural Commonalities – Demonstrating Cross Cultural Knowledge and Understanding.", "Better Communication with ELL Children for Teachers and Parents.", "Cooperative Learning Strategies for ELL students.", "Test Taking Strategies.", "NYSESLAT- From Standards to Assessment.", and "Promotional Criteria for ELL Students." Classroom teachers, paraprofessionals, guidance counselors, school secretaries and the parent coordinator are all encouraged to participate in these workshops.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are an integral part of the success of the ELL population at P.S. 272. Newly arrived parents often have their own reservations about participating in school activities due to insecurities about their English language proficiency or unfamiliarity with the school system in general. The P.S. 272 Parent Coordinator, Mrs. H. Pinckney, holds monthly parent workshops in which ELL parents are encouraged to attend. An effort is made to try to have parent volunteers provide translation services when possible. Workshops for parents have included "Navigating the Aris System," which was conducted in the computer lab and a three day workshop for parent "Learning Leaders." A "Bright Beginnings" workshop for the parents of pre-K students is offered as well as a workshop on "How to Help Your Child Succeed in School and in Life." Additionally, ELL parents are invited to attend Title III sponsored workshops. This professional development for parents will be provided by the school's ESL teacher as well as math and literacy specialists. Parent workshops will focus on math strategies particularly negotiating word problems, ELA practice, and NYSESLAT strategies

2. The Parent Coordinator serves as a liaison to community groups which can provide assistance in such areas as housing, bilingual counseling, adult education, and the availability of adult ESL programs. Our primary partnership is with the Brooklyn Bureau of Community Services. The Brooklyn Bureau provides comprehensive programs in family counseling, homemaking services for the temporarily disabled, daycare services, mental health programs, and work/employment experiences with the Parks Department and not-for-profit agencies. Additionally, they provide visual arts and educational programs for children.

3. The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. This is followed by another meeting at the Parent Orientation. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. However, we also have parents who have been in this country for awhile and speak English. They often precede the arrival of their children to this country by months or even years. You may have a parent who speaks English but a newcomer child who speaks no English at all. The ESL teacher has contact with each parent of the ELL children during the Parent Orientation and during Parent-Teacher conferences. Additionally, her telephone number is given to each parent in order to address any concerns he or she may have about their children's work, progress or individual needs. She is supported by the administration in addressing any issues that arise regarding ELLs and the ELL community.

4. Our ELL parents are very involved in ensuring that their children succeed in school. Our parental activities include workshops that offer information and solutions to situations that involve ELL students and their parents such as testing, homework tips, motivational activities and social involvement. P.S. 272 also provides a "Friday Family Fun" evening, where parents and children can participate in intergenerational activities, songs and games.

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	1	1	1	0								121 2
Intermediate(I)	1	0	8	2	4	1								161 6
Advanced (A)	0	2	1	4	3	5								151 5
Total	77	55	101 0	77	88	66	00	00	00	00	00	00	00	434 3

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

Aggregate													
Listening/ Speaking	B	1	0	0	0	1	0						
	I	4	2	0	0	1	0						
	A	1	3	4	0	3	4						
	P	1	0	8	7	4	2						
Reading/ Writing	B	6	3	1	1	1	0						
	I	1	0	8	2	4	1						
	A	0	2	1	4	3	5						
	P	0	0	2	0	1	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	3	0	0	77
4	1	4	0	0	55
5	3	3	0	0	66
6					00
7					00
8					00
NYSAA Bilingual Spe Ed					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	1	0	1	0	1	0	77
4	0	1	3	3	1	0	1	0	99
5	0	0	6	0	0	0	0	0	66
6									00
7									00
8									00
NYSAA Bilingual Spe Ed									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2			1	4	1	1		99
8									00
NYSAA Bilingual Spe Ed									00

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		1		3		0		66
8									00
NYSAA Bilingual Spe Ed									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools our school uses to assess the early literacy skills are the ECLAS-2, Fountas and Pinnell and Reading Records. The ECLAS-2 offers valuable data on early literacy skills such as phonemic awareness, including a focus on syllables, initial and final consonants, blending and rhyming. The phonics subtest includes alphabet recognition, writing, spelling and decoding. The reading and oral expression sections include vocabulary, sight words, concepts of print, reading comprehension and oral expression. The ECLAS-2 reveals data on expected student achievement levels or levels that are below or above the expectation. Fountas and Pinnell is used in grades K-5 in order to determine what reading level a child is on. These levels include the independent level, the instructional level and the frustration level. These results can drive small group instruction, primarily in the formation of guided reading groups and can be an indicator of academic intervention when needed. Running Records also measure fluency. A child is given a passage to read and is timed for one minute. During that time, the teacher takes notes on oral mistakes, omissions and self corrections in order to gauge areas of strength and areas that need improvement.

In order to monitor the progress of ELL students throughout the course of the school year, the ESL teacher uses portfolios, rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests. The ESL teacher collaborates with the ELL child's classroom teacher regarding ELL student progress.

2. Data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that, in most instances, literacy skill development in both reading and writing lags behind speaking and listening development. The NYSESLAT patterns across modalities confirm this trend with proficiencies developed in the following order: Speaking, Listening, Reading and Writing.
3. These findings affect instructional decisions by providing additional focus on activities that highlight practice in literacy skills. These activities will include reading and writing workshops, guided and shared reading, reading comprehension and fundamentals of writing.
4. All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language. Students who have been in ELSS longer than one year must take the ELA in addition to the NYSESLAT exam. ELL students receive time and a half on content area exams and the ELA.
 - a. ELLs who are brand new to this country and are literate in their native language seem to have an advantage by using native language tests. However, in our experience, native language literacy proficiency in the elementary school often falls short of the reading and writing skills we hope the children might have previously acquired. While math results appear to be more universally successful, content area subjects such as social studies and science are more difficult to negotiate due to subject matter and schema.
 - b. The results of the ELL Periodic Assessments are used to drive instruction in strength and weakness areas.
 - c. The ELL periodic assessments provide practice in the more difficult areas of reading and writing and may produce a better overall result on the NYSESLAT.

5. N/A

6. Evaluating the success of our programs is more than just an assessment of skills. It is an evaluation of the ELL child in the aggregate. We look for success not just in the academic arena but in the social skills the child acquires and his or her interaction with teachers, peers and

family members. P.S. 272 has trained more than 95% of its staff in the “Capturing Kids Hearts” initiative. This program builds respect between students and students and teachers. Once you have captured a child’s heart and mind, you have his attention. That leads to overall success in school along with building good citizenship.

Additional Information

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		