



**P.S. 273 WORTMAN**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 273 WORTMAN**  
**ADDRESS: 923 JEROME STREET**  
**TELEPHONE: 718-649-5739**  
**FAX: 718-927-2230**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331900010273      **SCHOOL NAME:** P.S. 273 Wortman

**SCHOOL ADDRESS:** 923 JEROME STREET, BROOKLYN, NY, 11207

**SCHOOL TELEPHONE:** 718-649-5739      **FAX:** 718-927-2230

**SCHOOL CONTACT PERSON:** MELESSA AVERY      **EMAIL ADDRESS:** MAvery@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sylvia Hooper

**PRINCIPAL:** MELESSA AVERY

**UFT CHAPTER LEADER:** Gordon Prostick

**PARENTS' ASSOCIATION PRESIDENT:** Paulene Davis

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19      **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** LUCIUS YOUNG/Nilda Kraft

**SUPERINTENDENT:** Nicole Williams

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Melessa Avery	Principal	Electronic Signature Approved. Comments: N/A
Gordon Prostick	UFT Chapter Leader	Electronic Signature Approved. Comments: N/A
Paulene Davis	Parent	Electronic Signature Approved. Comments: YES
Renesha Westbrooks	Parent	Electronic Signature Approved. Comments: YES
Petal Barnes	UFT Member	Electronic Signature Approved. Comments: YES
Samuel Gordon	Parent	Electronic Signature Approved. Comments: YES
Elveria Hall	UFT Member	Electronic Signature Approved. Comments: YES
Sylvia Hooper	UFT Member	Electronic Signature Approved. Comments: YES
Abbe Berger	UFT Member	Electronic Signature Approved. Comments: YES
John Ellis	UFT Member	Electronic Signature Approved. Comments: YES
Joycelyn King	UFT Member	Electronic Signature Approved. Comments: YES

\* 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.

□

Public School 273 is located in the East New York section of Brooklyn, New York. This kindergarten to fifth grade school serves a population of approximately 450 students from diverse backgrounds. The school is a central part of the community to many of the students and their families. The school building is a well-kept, modern building where pride in the students' accomplishments is evident in the prominently displayed student work.

The school houses two full day kindergarten classes, three first grade, two second grade, two third grade, two fourth grade, and three fifth grade classes in general education, five collaborative team teaching (CTT) classes (serving grades 1-4), and two self-contained special education classes (12:1:1; serving grades 1). There is also a freestanding ESL program for grades K-5, which serves English Language Learners who are not in the bilingual program. The average class size in kindergarten through third grade, following the Early Grade Class Size Reduction Program, is twenty-one (21) students. The average class size in fourth and fifth grades is twenty-five (25) students. Students are heterogeneously grouped within each grade with the exception of our third through fifth grade Challenge Program participants. Current strategies for implementing the New Continuum include using differentiated instruction and developing programs to increase movement to less restrictive environments.

PS 273 will take a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth. Ongoing assessments will be both formal and informal. Assessments will also be used to drive instruction including, Early Childhood Language Arts System-2 (ECLAS-2) in the lower grades (K-3) and Developmental Reading Assessment (DRA) for grades 3-5. ECLAS-2 and DRA will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs. Benchmark assessments (ACUITY, SCANTRON) will be utilized to organize academic intervention services and to identify students that are at-risk.

Our mission here at PS 273 is to develop high achieving, critical thinkers in a safe, risk free environment. We see our school as a community where all members, students, staff and parents create an atmosphere where learning, creativity and participation take place. Ideally all members will work cooperatively utilizing all resources (libraries, museums, community based organizations, etc.) in and out of the community in order to enable our students to become life long learners and active participants in our school and our society. The member will develop decision making skills, critical thinking skills and the ability to communicate effectively.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot.** Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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									
<b>School Name:</b>	P.S. 273 Wortman								
<b>District:</b>	19	<b>DBN #:</b>	19K273	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.2	93.2	TBD		
Kindergarten	63	55	69						
Grade 1	91	85	65	<b>Student Stability - % of Enrollment:</b>					
Grade 2	79	80	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	83	71	75		94.3	90.34	TBD		
Grade 4	102	86	70						
Grade 5	82	98	86	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		72.4	72.4	84.8		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		19	29	TBD		
Grade 12	0	0	0						
Ungraded	2	0	8	<b>Recent Immigrants - Total Number:</b>					
Total	502	475	458	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	2	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	33	24	32	Principal Suspensions	5	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	18	19	21	Superintendent Suspensions	13	19	TBD		
Number all others	30	29	22						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	7	7	11	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	3	Number of Teachers	46	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	6	TBD
				Number of Educational Paraprofessionals	2	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	63	72.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	54.3	54.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	91	TBD
American Indian or Alaska Native	0.4	0.8	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.4	100	TBD
Black or African American	80.9	80.6	80.1				
Hispanic or Latino	17.7	17.5	17				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.8	1.3				
White	0.4	0.2	0.4				
Multi-racial							
<b>Male</b>	50.2	50.7	53.1				
<b>Female</b>	49.8	49.3	46.9				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	77.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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 schools 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?

Performance Trends:

- **After consistent progress monitoring using various formative assessment tools, data analysis of summative assessments findings indicate the following:**

- **Kindergarten :**

Students that are admitted from universal pre-kindergarten programs and other early learning programs must focus on alphabet recognition, alphabet writing and phonemic awareness.

- **First Grade :**

61% of all students are at or above standard for sight words.

48% of all students are at or above level 3, according to ECLAS-2 scores, in reading.

- **Second Grade :**

63% of all students are at or above standard in reading fluency, achieving or exceeding a level 5 according o ECLAS-2 scores.

83% of all students are at or above the expected level 5 on ECLAS-2 testing.

The following charts depict the achievements of the students over three years for grades 3-5 in English Language Arts:

ELA:

Grade 3 Student Performance on the NYS Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	8	9.8	28	34.2	38	46.8	8	9.8
2009	3	4.2	7	9.9	55	77.5	6	8.5
2010	15	20.3	31	41.9	21	28.4	7	9.5
Grade 3 Student Performance on the NYS Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	

	#	%	#	%	#	%	#	%
2008	6	40.0	7	46.7	2	13.3	0	0
2009	1	12.5	2	25.0	5	62.5	0	0
2010	4	50	3	38	1	13	0	0

Grade 4 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	9	9.1	36	36.4	47	47.5	7	7.1
2009	2	2.5	20	25.0	52	65.0	6	7.5
2010	4	6.1	23	34.8	33	50	6	9.1
Grade 4 Student Performance on the NYS ELA Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	8	30.8	13	50.0	5	19.2	0	0
2009	1	7.1	10	71.4	3	21.4	0	0
2010	0	0	4	80	1	20	0	0

Grade 5 Student Performance on the NYS Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	3	3.7	25	30.5	54	65.9	0	0.0
2009	2	2.1	32	33.0	61	62.9	2	2.1
2010	23	27.7	30	36.1	24	28.9	6	7.2
Grade 5 Student Performance on the NYS Reading Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	2	14.3	6	42.9	6	42.9	0	0
2009	2	8.0	17	68.0	6	24.0	0	0
2010	10	50	8	40	2	10	0	0

Based on the analysis of the NYS Reading test the following performance trends are indicated for grades 3-5:

**Third Grade :** \_

- There was decrease of Level 1 students by 13.7% over three years.
- 85.9% of the students have met or exceeded the state standard of Level 3.
- 62.5% of students with IEP have met the state standard of Level 3.

**Fourth Grade :**

- There was a decrease of Level 1 students by 7.3% over three years.
- Students meeting or exceeding the state standard level of 3 increased by 7.7%.

- **21.4% of the students with IEP have met the state standard level 3.**

#### **Fifth Grade :**

- **There was a decrease of Level 1 students by 8.9% over three years.**
- **The number of students exceeding or meeting state standard increased by 15.4% over three years.**
- **24.0% of the students with IEP have met the state standard level 3.**

#### **Greatest Success in English Language Arts:**

Students that are reading below level were in correlation with students struggling with phonemic awareness and decoding. The use of

America 's Choice program has allowed the teachers to hone their skills and develop strong strategies that can be implemented and carried over to the next year for the students. Use of teacher created unit planning calendar will aid in pacing the curriculum and allow for grade wide uniformity.

#### **Aids and Barriers in English Language Arts:**

CTT teachers on grades K-2 are receiving extensive professional development to strengthen and support implementation of the CTT model. Students in grades 1 and 2 are receiving intervention to address the need for developing early reading strategies. Voyager is used to develop strategies for at-risk students in grades 1-2 as well as Foundations for non-readers.

Intensive professional development on the following topics:

- Using assessments (formal and informal) to drive instruction
- Use rubrics as informal assessment
- Using portfolios effectively to guide students toward meeting the standards
- Using conferencing to improve student reading levels
- Accountable talk/ literature circles
- Comprehension and reading strategies

Academic Intervention Services (AIS) services will be administered as follows:

Low performing students (levels 1 and 2) will use the Wilson Reading System. Students will receive supplemental services for three days a week at thirty minutes daily.

Use Differentiated Instruction on the classroom level to meet the needs of all students.

Provide a variety of materials at various levels in the Resource Room for teachers to organize Guided Reading and to support Independent reading. Joint planning sessions to include the focus genres in reading and writing, sharing resources and developing a high expectation of student learning outcomes. Test preparation using Triumph Learning's Workout Skills in ELA will be used to provide test sophistication skills. Create a literacy curriculum map for the 2009-2010 school years which will serve as the prototype for lesson planning and curriculum implementation. Engage in grade level unit planning for literacy instruction. The 37.5 minute program will be utilized to supplement literacy program.

#### **Mathematics**

Performance Trends in Mathematics:

An analysis of NYS Mathematics Assessment results for grades 3-5, over the three-year period from 2008-2009, indicates the following:

#### **Grade 3**

- 97.2% of the students has met or exceeded the state mandate of Level 3and4.
- 100% of the students with special needs have met the state standard of Level 3.

Grade 4 :

- 74.7% of the students has met or exceeded the state mandate of Level 3and4.

Grade 5 :

- 76.3% of the students has met or exceeded the state mandate of Level 3and4.
- 40% of the students with special needs have met the state standard of Level 3.

The following graphs depict the data findings for the three year trend for all students in grades 3-5 in mathematics:

Grade 3 Student Performance on the NYS Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	3	3.6	6	7.1	57	67.9	18	21.4
2009	0	0.0	2	2.8	51	70.8	19	26.4
2010	4	5.4	38	51.4	23	31.1	9	12.2

  

Grade 3 Student Performance on the NYS Mathematics Test								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	3	18.8	4	25.0	9	56.3	0	0.0
2009	0	0	0	0	8	100.0	0	0.0
2010	1	13	7	88	0	0	0	0

Grade 4 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	7	7.1	21	21.2	53	53.5	18	18.2
2009	1	1.2	20	24.1	38	45.8	24	28.9
2010	5	7.5	17	25.4	22	32.8	23	34.3

  

Grade 4 Student Performance on the NYS Mathematics Assessment								
SPECIAL EDUCATION STUDENTS (If Applicable)								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	6	22.2	10	37.0	11	40.7	0	0.0
2009	1	7.7	7	53.8	5	38.5	0	0.0
2010	0	0	4	80	1	20	0	0

Grade 5 Student Performance on the NYS Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	4	4.8	24	28.9	44	53.0	11	13.3

2009	6	6.2	17	17.5	55	56.7	19	19.6
2010	14	16.9	32	38.6	22	26.5	15	18.1
Grade 5 Student Performance on the NYS Mathematics Test								
<b>SPECIAL EDUCATION STUDENTS (If Applicable)</b>								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008	2	13.3	8	53.3	5	33.3	0	0.0
2009	6	24.0	9	36.0	10	40.0	0	0.0
2010	10	48	8	38	3	14	0	0

**Greatest Success:**

Continuation of instructional strategies that have contributed to overall improved student achievement, including the continuation of a 75- minute math block.

Continuation of a school-wide math program Math Connects with parallel instruction in all classes, including self-contained and inclusion with Math Connects as support for skills practice.

Teachers will use Math Connects unit completion and other assessments to provide instructional emphasis on students' strengths and weaknesses to assist in the grouping of students.

**Aids and Barriers in Mathematics:**

Spatial concepts such as measurement and geometry are a primary focus for A review of NYC Assessments, ACUITY, SCANTRON and teacher observations indicates students in grades 3-5 have the following weaknesses across the grades:

Number Sense and Operations

Geometry

Statistics and Probability

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program:

Continuation of a school-wide math program Math Connects with parallel instruction in all classes, including self-contained and inclusion with Math Connects as support for skills practice.

Continued provision of intensive Academic Intervention Services (AIS) to all students who are not meeting state standards using the Math Connects Mathematics Intervention Program

Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.

## 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.

Annual Goal	Short Description
<input type="checkbox"/> Professional Development: PS 273 will have 100% of the teachers on staff receive professional development focusing on specific cohorts and needs. Coaches and the administrative team will monitor the effectiveness of the on-going, high quality professional development already in place. Administration will produce professional development opportunities to support instruction by highly qualified teachers.	<input type="checkbox"/> Professional Development: High quality professional development which will include weekly workshops, monthly literature circles, demonstration lessons, and cohort grouping for grade/skill specific support. Increase use of technology for students and staff to prepare students with skills necessary to successfully meet the standards.
<input type="checkbox"/> English Language Art: Approximately 23% of the students are performing at Level 2 or approaching Level 3 in English Language Arts. By June 2011, PS 273 will achieve or surpass the noted NYS Annual Measurable Objective (AMO) for year 2009-2010. Students will perform at or above Performance Level 2 as determined by the NYC/NYS benchmarks for their grades. For those students not attaining the standard benchmark, an Academic Intervention Plan will be developed and implemented.	<input type="checkbox"/> English Language Art: Our Comprehensive Literacy Approach using the America’s Choice design to reading instruction includes strategies which focus on developing background knowledge, direct vocabulary instruction, reading comprehension, motivating students to learn, interactive questioning techniques, accountable talk and planning thematic instruction. The same strategies also support learning across the content areas. Teachers in grades K-2 will use ECLAS-2 data to focus on the needs of individual students. Teachers in grades 3-5 will use data from ACUITY and SCANTRON to focus on strengths and weaknesses of each student.
<input type="checkbox"/> Parental Involvement: PS 273 will increase parental involvement by 5% by June 2011. PS 273 will foster parental involvement opportunities towards ensuring students’ academic, social and emotional success. A full time Parent Coordinator will be on staff.	<input type="checkbox"/> Parental Involvement: Improve PTA interactions and relationships with community. Develop workshops to inform parents about school activities, state standards and the curriculum.
<input type="checkbox"/> Mathematics: Approximately 30% of the students are performing at Level 2 or approaching Level 3 in Mathematics. By	<input type="checkbox"/> Mathematics: Our approach is focused on Math Connects. Teachers will have access to and use performance

<p>June 2011, PS 273 will achieve or surpass the noted NYS Annual Measurable Objective (AMO) for year 2010-2011. Students will perform at or above Performance Level 2 as determined by the NYC/NYS benchmarks for their grades.</p>	<p>data from benchmarks and state exams to identify and group students for math instruction. Teachers in grades 3-5 will use SCANTRON and ACUITY to focus on the strengths and weaknesses of their students based on the previous year's exam. Math classroom libraries have been provided for every classroom to be used for instructional support.</p>
<p><input type="checkbox"/> Attendance: PS 273 will increase attendance rate overall and meet or exceed the city standard of 94% by June 2011.</p>	<p><input type="checkbox"/> Attendance: Monthly attendance meeting will be held with the Attendance Team to monitor the attendance of students with chronic absence and lateness. Attendance Team consists of Attendance Teacher, guidance counselor, principal and parent coordinator. Monthly celebrations to encourage students to attend school regularly.</p>



## 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) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Professional Development: PS 273 will have 100% of the teachers on staff receive professional development focusing on specific cohorts and needs. Coaches and the administrative team will monitor the effectiveness of the on-going, high quality professional development already in place. Administration will produce professional development opportunities to support instruction by highly qualified teachers.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> •</p> <p style="text-align: center;"><b>To continue monthly walkthrough evaluations</b>  <b>Provide each teacher with monthly cumulative summary of walkthrough results</b>  <b>Require monthly reflections from teachers regarding their action plans for suggested next steps based on walkthrough results</b>  <b>Periodic meetings with administration to discuss teacher goals for professional development</b>  <b>Teachers will develop personal and academic SMART Goals for the year.</b></p> <p><b>Provide workshops provided by coaches and Instructional Leadership team to address specific academic and behavioral needs.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p>Title I; Contract for Excellence; Fair Student Funding: These resources will support the outside professional development programs from research based sources.</p>

<i>action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p><b>Consistent increase in overall monthly walkthrough scores school wide Increase in student performance based on teacher implementation of strategies and techniques learned during professional development. An increase in the number of teachers utilizing and embracing the America 's Choice effectively to instruct their students.</b></p> <p><b>Interim progress will be assessed monthly for implementation of instructional practices. Progress will be assessed through surveys and will be adjusted and modified as needed.</b></p>

**Subject Area  
(where relevant) :**

**Literacy**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> English Language Art: Approximately 23% of the students are performing at Level 2 or approaching Level 3 in English Language Arts. By June 2011, PS 273 will achieve or surpass the noted NYS Annual Measurable Objective (AMO) for year 2009-2010. Students will perform at or above Performance Level 2 as determined by the NYC/NYS benchmarks for their grades. For those students not attaining the standard benchmark, an Academic Intervention Plan will be developed and implemented.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Intensive academic intervention services will be designed to ensure all students receive intensive academic instruction in Wilson and reading comprehension.</li> <li>• Development of a Skills Block prototype to include 30 minutes of Test sophistication daily during the school term.</li> <li>• Pacing Calendars have been created to build a uniform curriculum across every grade.</li> <li>• Professional development focused on Guided Reading.</li> <li>• Continue implementation of differentiated instruction in the classrooms.</li> <li>• Continued use of the 100 Book Challenge Program to ensure that students are meeting their goals for independent reading standards.</li> <li>• After school program will provide instruction in reading comprehension for students in small groups for 4-6 hours per week.</li> <li>• Quick Reads Fluency program is used for students with IEP's.</li> <li>• Four Square Writing Organizational methodology will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.</li> <li>• Improve our overall target score on the NYC Progress Report by 5%. Responsible staff will include but is not limited to coaches, administrators</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I; Fair Student Funding: Programs will include afterschool and during school interventions; research based reading program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly assessments to monitor progress using E-CLAS-2 , DRA, ACUITY and SCANTRON (Grades 3-5) with 3-5% gains overall. Instructional Leadership Team will monitor progress and implementation of the curriculum.</p>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Parental Involvement:  PS 273 will increase parental involvement by 5% by June 2011. PS 273 will foster parental involvement opportunities towards ensuring students' academic, social and emotional success. A full time Parent Coordinator will be on staff.</p>
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<p><b>Action Plan</b>  <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>□ The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Training for parents and community members will include: • Support for parents' understanding of and participation in instructional initiatives. • Parent literacy development • Learning Leaders Parent Volunteer Program • Support for increased parent participation on the School Leadership Team and subcommittees • Family support resources in the community in the areas of career development, health, social services, etc. The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Training for parents and community members will include: • Support for parents' understanding of and participation in instructional initiatives. • Parent literacy development • Learning Leaders Parent Volunteer Program • Support for increased parent participation on the School Leadership Team and subcommittees • Family support resources in the community in the areas of career development, health, social services, etc. The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Training for parents and community members will include: • Support for parents' understanding of and participation in instructional initiatives. • Parent literacy development • Learning Leaders Parent Volunteer Program • Support for increased parent participation on the School Leadership Team and subcommittees • Family support resources in the community in the areas of career development, health, social services, etc.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I: • Increase number of parents attending monthly PTA meetings by 5%. • Increase number of parents becoming Learning Leaders by 2%. • Create more opportunities for parents to participate in school wide activities and celebrations. • Monitor monthly attendance to determine increase in participation. Increase parent participation through distribution of newsletters. Parent Coordinator will facilitate and manage the process.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <p><b>Increase number of parents attending monthly PTA meetings by 5%.  Increase number of parents becoming Learning Leaders by 2%.  Create more opportunities for parents to participate in school wide activities and celebrations.  Monitor monthly attendance to determine increase in participation.</b></p> <p><b>Increase parent participation through distribution of newsletters. Parent Coordinator</b></p>

	will facilitate and manage the process.
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ Mathematics: Approximately 30% of the students are performing at Level 2 or approaching Level 3 in Mathematics. By June 2011, PS 273 will achieve or surpass the noted NYS Annual Measurable Objective (AMO) for year 2010-2011. Students will perform at or above Performance Level 2 as determined by the NYC/NYS benchmarks for their grades.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Continue full implementation of the balanced mathematics prototype core curriculum, including providing interim assessments, mathematics pacing calendars, appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to attain its AMO.</li> <li>• Current strategies for improving instruction and student performance in mathematics include an increase of instructional time to a minimum of 75 minutes per day (eight periods of mathematics instruction).</li> <li>• The math prototype utilizes the Grade Specific Mathematics Program with its experiential approach, which consists of: Problem of the Day, modeled, strategic problem solving, guided practice, full outfitted mathematics classrooms which included manipulatives and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/student mathematics conferences.</li> <li>• Supplemented with Math Connects to support basic computational skills to support mathematical test sophistication which will provide students with a “balanced” approach to mathematics.</li> <li>• Develop focus groups using the Inquiry Team protocol to further design good practices.</li> <li>• Improve our overall target score on the NYC Progress Report by 5%</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I; Fair Student Funding ; Contract for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly assessments to monitor progress using Math Inventory (K-2) and ACUITY and SCANTRON (Grades 3-5) with 3-5% gains overall. Math Coach and Instructional Leadership Team will monitor implementation of the program.</p>

**Subject Area**  
**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Attendance:  PS 273 will increase attendance rate overall and meet or exceed the city standard of 94% by June 2011.</p>
<p><b>Action Plan</b>  <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><input type="checkbox"/> • The Attendance Teacher will monitor and adhere to city guidelines in scanning attendance forms. • Professional development opportunities will be utilized to integrate wellness lessons into their classrooms. • Create an Attendance Team comprised of principal, SAM, guidance counselor, attendance teacher, pupil personnel secretary, PTA, and parent coordinator to identify and track students with high absenteeism and lateness. • Use of School Messenger System to inform parents about absence and lateness. • Attendance rate will be tracked monthly and exhibited to encourage friendly competition school wide. Ice cream and Pizza Parties will be awarded to classes with perfect attendance. Have monthly celebrations to honor students with outstanding attendance.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Fair Student Funding, Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>          To meet or exceed the mandated rate of 95% for monthly attendance goals through positive reinforcements and parental involvement. Attendance will be monitored daily through ATS. Monthly attendance meetings will be conducted with the Attendance Teacher, administrators, and guidance counselors addressing the needs of students with chronic absence or lateness.</p>

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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			N/A	N/A	1	1	1	1
1	28	28	N/A	N/A	1	5	5	4
2	26	26	N/A	N/A	6	4	4	2
3	32	32	N/A	N/A	2			1
4	16	16	71		1	4	4	1
5	24	24			3	5	5	2
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> Voyager (Grades 1-2): Small group 3-5 days per week for 30-45 minutes per school day.  Foundations (Grades 1-2): Small group 3-5 days per week for 30 minutes per school day.  Wilson Reading Program (Grades 3-5): Small group 3-5 days per week for 30 minutes per school day  Words Their Way (Hold Over Intervention Grades 3-5): Small group 2 days at 75 minutes per week.  Quick Reads (Hold Over Intervention Grades 3-5): Small group 1 day at 37.5 minutes per week.  Intervention for Extended Learning (Grades 3-5): Small group 3 days at 112.5 minutes per week.
<b>Mathematics:</b>	<input type="checkbox"/> Math Connects (Grade 3-5): Small group 2 days per week for 30-45 minutes per day.  Aim Higher! (Grade 3-5): Small group 2 days per week for 120 minutes per session after school.
<b>Science:</b>	<input type="checkbox"/> NYS Standards: Students in grade 4 receive additional instruction from science cluster to prepare for New York State Science exam. Small group 1 day per week for 90 minutes
<b>Social Studies:</b>	<input type="checkbox"/> Students receive additional support during extended day and afterschool programs as needed.

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Talk Therapy: Small group and individual counseling interventions to support academic and social issues for at-risk students during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Crisis Intervention: Individual counseling to students who are academically and/or socially challenged. Duration of the services varies based on the needs of the students.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Play Therapy: Counseling and crisis intervention with a small group or individual. Duration of the services varies based on the needs of the students.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Asthma Classes: 6-8 week program to inform students about the strategies related to dealing with asthma. Students meet in small groups to discuss and receive information for 3-4 days per week for 30 minutes per day.  H1N1 Prevention Plan: On-going program used to disseminate information for safe practices to improve prevention of the flu virus. Students with proper parental permission will receive the vaccination for H1N1 virus prevention.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative 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)**

**K-5**

**Number of Students to be Served:**

**LEP 8**

**Non-LEP N/A**

**Number of Teachers 1**

**Other Staff (Specify) N/A**

**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. 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 English Language Learners (ELLs) are grouped according to their level of English language acquisition. The goals of the instructional strategies in the ELL program are to enable students in all academic areas while acclimating themselves to a new culture. All curriculum is presented in English. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher.

The instructional strategy will enable our students to listen, speak, read and write with more facility in English so they become productive American citizens. They will be employable and life-long learners.

The ELL instructional practices in the early stages of English language acquisition include language modeling, visual aides and context clues to obtain and convey meaning. At this point, the focus is on comprehension. As development continues, the use of videotapes, cassettes and earphones are concrete, helpful tools for learning English. Hands-on activities , computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. All students are involved in supplemental programs and extracurricular activities offered by the school.

Home language survey is given and provides information that determine the students who are eligible for ELL services. If a second language is indicated on the survey the student is scheduled to take the LAB-R. The LAB-R score that is below standards indicates the student is an ELL candidate. The NYSESLAT is administered annually to assess the proficiency of the students' use of the English language.

#### **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 opportunities are provided based on the needs of the ELL instructor and the introduction of any additional mandates for the ELL provider. The ELL provider seeks professional development outside of the school as well attend the professional development opportunities in the school.

Staff will participate in ongoing, long term staff development that will aid in implementing and meeting state standards for mandated ELL students. Staff will be informed of all directives and trained to meet the standards for ELL implementation within their classrooms. Teachers will receive instruction and develop criteria for implementations of differentiated instruction. Academic language development strategies will

be introduced and reviewed as appropriated.

Professional development opportunities have also been created for teachers of ELL students and other staff members. The BESIS Training for Updates, the ELL Academic Writing Institute and the EPIC—ELL Identification and Parent Information were attended by the certified ESL teacher and turn keyed to the staff. Differentiated Instruction workshops are on-going and are provided to all staff. There will be additional workshops that will be attended by the ESL teacher to further support professional growth and current strategies. Materials and all forms are translated as needed.

**Section III. Title III Budget**

**School: PS 273**  
**BEDS Code: 331900010273**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A

<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

The data and methodologies used to assess the school's parents who are non-English speaking were done through a survey developed by the School Leadership Team and the PTA.

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.

The School Leadership Team reviewed the survey and found that there was a need for translations of various documents and information packets within the school. Parents have requested that a team of staff members be organized to address the needs of all parents who are non-English speaking. The information was disseminated during the School Leadership Team meetings.

### **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.

PS 273 communicates with non-English speaking parents via translated materials provided by the DOE and through translation done within the school. Report cards, school notices and other information are disseminated to parents in their desired language. A team of translators are always on hand within the school. The team of translators consists of teachers, parents and other staff members. The school uses the Home Language Identification Survey, (HLIS) to identify the primary language of parents. In addition to completing the HLIS with the help of a

trained staff member, an oral interview is conducted. The school has Spanish speaking personnel who provide translations as needed. When a parent speaks languages other than Spanish English, the resources of the DOE Translation Unit are utilized both for interpretation and translation of documents as needed. The information is recorded, maintained and reviewed by both the Pupil Accounting Secretary and the ESL teacher. In addition to the HLIS, the Emergency cards contain this information and it is shared with all teachers during administrative PD offered to faculty monthly to ensure communication with all parents, but especially parents of ELLs.

The school provides access to the parents of ELLs to all documents. Parent's Bills of Rights, interpretation notice are posted in Spanish in the Main Office. Chancellor's Regulation 663 is followed in the school. Safety plans and Parents Bill of Rights are shared during parents/teachers meetings and are also available in the Main Office

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.

A team of translators are always on hand within the school. The team of translators consists of teachers, parents and other staff members. Translators will be used at the request of the parent.

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>.

All parental information will be disseminated in their home language when requested. Report cards, school notices and other information are disseminated to parents in their desired language.

**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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	358822	147845	506667
2. Enter the anticipated 1% set-aside for Parent Involvement:	5066		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17941	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35882	*	

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 2009-2010 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-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Public School 273 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the 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 programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation :** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Public School 273 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the 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 programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**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.

□ Considering the findings and implications of PS 273’s comprehensive needs assessment, the school has identified the following priorities for SY 2010-2011:

- An analysis of test results in English Language Arts and Mathematics shows a need for improvement for all students and strengthen the core academic programs by using the following supports:
  - English Language Arts—Our Comprehensive Literacy Approach using the America’s Choice design to reading instruction includes strategies which focus on developing background knowledge, direct vocabulary instruction, reading comprehension, motivating students to learn, interactive questioning techniques, accountable talk and planning thematic instruction. The same strategies also support learning across the content areas. Teachers in grades K-2 will use ECLAS-2 data to focus on the needs of individual students. Teachers in grades 3-5 will use data from ACUITY and SCANTRON to focus on strengths and weaknesses of each student.
  - Mathematics—Our approach is focused on Math Connects. Teachers will have access to and use performance data from benchmarks and state exams to identify and group students for math instruction. Teachers in grades 3- 5 will use ACUITY and SCANTRON to focus on the strengths and weaknesses of their students based on the previous year’s exam. Math classroom libraries have been provided for every classroom to be used for instructional support.
- Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards. In alignment with NCLB, the following steps will be implemented to ensure the continuous improvement of our students:
  - All students assessed and individually profiled using DRA and ECLAS-2.
  - Use of ACUITY and SCANTRON data to group and monitor students for skill instruction.
  - Literacy AIS staff will focus on Tier One (High 1/Low2) and Tier 3 (High 2/Low 3).

- Cohort classes formed for specific skill teaching during Extended Day.
  - Weekly grade conferences will be conducted focusing on meeting instructional mandates and meeting the needs of the students.
  - Teachers will implement the strategies of differentiated instruction as AIS in the classroom.
- Increase use of diagnostic tools to address how the school will determine if the needs of the students are being met. The following diagnostic tools will be utilized:
    - E-PAL
    - ESPET/NYSETS
    - Benchmark assessments in Reading and Math/Progress Indicators
    - ACUITY
    - ECLAS-2
    - Direct Reading Assessment (DRA)
    - SCANTRON
    - Observational checklists
    - Reading Log Analysis
  - Instruction by highly qualified teachers
    - High quality professional development which will include weekly workshops, monthly literature circles, demonstration lessons, and cohort grouping for grade/skill specific support.
    - Increase use of technology for students and staff to prepare students with skills necessary to successfully meet the standards.
    - Create more opportunities for interclass visitations and sharing of ideas on all grade levels
    - Use literacy and math coaches to support classroom teachers who are new or struggling
  - Increase parental support by developing a partnership with parents and creating greater opportunities for parents to network.

2. Schoolwide reform strategies that:

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

N/A

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

o 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.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

### 3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and mentoring.

### 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.

Through common preps the school's Instructional Leadership Team will target the assessed pedagogical needs of the staff with differentiated, high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

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

Principals in collaboration with Network Leaders and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration

with Network Leaders and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

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

□

More opportunities to develop a strong cohesive relationship with parents will be fulfilled by the following:

- Workshops to increase parental knowledge of school policies and curriculum.
- Family nights, i.e., Movie Night, Holiday Parties, Student Showcases
- Full time Parent Coordinator will develop various events tailored to need of the building.
- Develop a committee on SLT to further support PTA and Parent Coordinator efforts

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.

□

#### Transitions from Pre Kindergarten to Kindergarten

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

#### Ongoing Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers

for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors.

- Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next.

#### Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

#### Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Organize and implement a Kindergarten Fair at each elementary school.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

- During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

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 will receive on going professional development regarding the use of benchmark data, organizing portfolios, and developing teacher directed assessments. The use of data will be the drive behind the instructional design and individualized planning for the students. Classrooms and programs will monitor and assess monthly for productivity.

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.

□

Academic Intervention Services will be provided for students based on proficiency levels. Students who meet requirements for the AIS programs will be assessed monthly and information will be reported to all parties responsible for the student (parent, student and teachers). Duration of the program for the student will be based on their academic needs.

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.

□

The following funding sources will be consolidated as part of the school's SWP program: Title I, EGCSR; Title IIA (Early Grade Class Size Reduction, Professional Development), Title IID (School technology), Title IV (Drug Prevention), IDEA (Individuals with Disabilities Education Act). The funding will be coordinated to allow us to supplement the school's SWP focus on literacy.

## **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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**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.

<sup>2</sup>**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.

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

#### **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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

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;

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

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

6

2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing will receive counseling when needed to address the needs of each student individually. Bussing will be provided when accommodations are requested. Students will have opportunities to participate in all activities related to the school.

Parental and family outreach is given to support the family through the Parent Coordinator.

### **Part B:**

#### **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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
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.  
N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_19K273\_120810-132620.doc

## 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.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>4</b>	District <b>19</b>	School Number <b>273</b>	School Name <b>Wortman School</b>
Principal <b>Ms. M. Avery</b>		Assistant Principal <b>Dr. S. Egal</b>	
Coach <b>Mr. Kevin Ray</b>		Coach <b>Mrs. Speranza Test Coordinator</b>	
Teacher/Subject Area <b>Ms. A. Davis ESL/SETSS</b>		Guidance Counselor <b>Mrs. A Berger</b>	
Teacher/Subject Area <b>Mr. Moore Computer</b>		Parent <b>Pauline Davis</b>	
Teacher/Subject Area <b>Mrs. J. Arroyo Translator</b>		Parent Coordinator <b>Ms. R. Graham</b>	
Related Service Provider <b>Mrs. A. Neysmith</b>		Other <b>Ms. Hooper Office Administrat</b>	
Network Leader <b>Lucius Young</b>		Other <b>Ms. J. Huger Adminis Manager</b>	

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

#### C. School Demographics

Total Number of Students in School	<b>412</b>	Total Number of ELLs	<b>8</b>	ELLs as Share of Total Student Population (%)	<b>1.94%</b>
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## Part II: ELL Identification Process

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

1. 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.

Structures are in place to ensure informed parent choices, including the process, outreach plan and timelines. When parents first enroll their children to the school, the School Secretary Mrs. Dunn and the School Office Administrator Mrs. S. Hooper; are trained and responsible for meeting with the parents to determine the child's home language. The initial identification of possible ELL students begins at registration. Each family completes a Home Language Identification Survey which is administered to the parent in the language the parent can read. A translator is supplied, upon request, by the school. The informal oral interview is conducted and an assessment is made.

The ESL teacher is the person responsible for conducting the initial screening, follow-up interviews and administering the LAB-R when necessary. Students who score below proficiency on the LAB-R become eligible for services for ELLs. The administration of the LAB-R within the first 10 days of new enrollments is on-going. The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Parent Orientation Workshops are held within 10 days for determination of Parental choice of state-mandated ELL programs. The New York State English as a Second Language Test (NYSESLAT) is administered each Spring to determine English proficiency for services in ELL programs.

Once students are administered the LAB-R test, the ESL teacher scores it and tabulates the results. Once students are identified as ELLs, via the LAB-R, the ESL teacher shares this information with the Parent Coordinator, Mrs. R. Graham, who in turn helps to coordinate the ELL Parent Orientation. The Parent Orientation occurs within 10 days of student enrollment and determination of eligibility for state-mandated ELL programs. Using the resources provided by the OELLs in the EPIC, the parents go through an orientation. Parents receive information on the various programs available for the ELLs in NYC via DVD and brochure in home language. Translators are also provided, as requested, for question/answer sessions held before and after the DVD. Parents are given the Program Selection Form and other documents to select the program of their choice. If a selected program is not available at our school, the Family Coordinator makes necessary referrals and further directs the parents. Program choices along with necessary information is made available. For parents that are unable to make the ELL Parent Orientation in person, a teleconference Orientation is planned and delivered. The information is provided in the parent's preferred language choice as per the Home Language Identification Survey. Students are placed in preferred programs within 10 days of eligibility for state-mandated ELL programs.

The school along with the ESL Teacher ensures the entitlement letters are copied and distributed and Parent Survey and Program Selection forms are returned. The ESL teacher personally packages the letter for the students and follows up with a phone call to the parent to inform them that the letter is coming home with the child. This procedure provides immediate contact with the parent and lets the information get home in a safe and secure manner. If forms are not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Letters are also issued for continuing ELL students. The original Home Language Identification Survey Form along with letters of eligibility, ineligibility and continued ELL services are placed in the students Cumulative Record Folder where they remain. The ESL Teacher and/or Coordinator keeps copies of these documents on file. The LAP is a living document that is shared with the entire staff at Staff Meetings. The staff is made aware of the importance of documents which are placed in the Cumulative Folders. It is clearly emphasized that these documents are not to be removed.

At PS 273 we follow CR-Part 154 as parent's choices are honored for programs. The program trend for the past few years has been Free Standing ESL. All parents have consistently selected this option. All parents have submitted Selection Forms. We ensure that parents understand the three program choices in NYC: Dual Language, Transitional Bilingual and Free Standing ESL. If our numbers for requests for ELL Programs not currently offered at our school change, we can reconnect with the parents to issue this new information. Besides the ELL Parent Orientation, we ensure that throughout the year parents of ELLs receive information on the various programs and their characteristics during the PD programs and meetings organized by the Parent Coordinators. Parents of ELLs are integrated into the PD for the whole community. In addition, specific PD for them is planned that addresses the needs of the parents and teaches them about second language acquisition and development.

ELLs identified for state-mandated ELL programs are placed in the appropriate setting within 10 days of eligibility in accordance with parent choices. Every effort is made to maintain contact with the ELL parents in their native languages. Parents receive information quickly and efficiently as their input throughout the process is crucial. Explanations are offered, questions are answered as every effort is made to render the requests of the parents. Every effort is made to align parent choices with program availability. Parents are kept informed throughout the year in a variety of ways. As situations dictate communication and consultations are held through one-on-one conferences, group meetings, letters, packets, etc. in parents preferred languages. When necessitated, referrals and or contacts are made with Supervisors, Network Specialist, and District based ELL Specialists for assistance. Community outreach is also a resource for informational purposes.

The Translation and Interpretation Unit has also assisted personnel who needed translations of parent notifications. Over the phone translations have also been provided for our ELL parents with the help of our School Translator, Mrs. Arroyo.

Program models offered at PS 273 are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	To

														t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	2	1	1	3	1								8
<b>Push-In</b>														0
<b>Total</b>	0	2	1	1	3	1	0	0	0	0	0	0	0	8

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	3
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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	0	2	1	1	3									7

### 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>8</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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.

#### 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



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?

PS 273 has an ESL pull-out program that currently services students in grades 1-5. Students in pull-out receive instruction by certified ESL teacher. ESL instruction is provided according to mandates. Students in ESL are grouped for instruction according to LAB-R and NYSESLAT along with teacher evaluation. Grades 1-3 beginner-intermediate ELLs are grouped together; a second group is comprised of fourth and fifth graders on beginner and intermediate levels. There are no bi-lingual classes at this time. The home languages represented are Spanish and Haitian Creole. The ESL program is conducted in English. The bi-lingual Para who travels with one of the first grade students is readily available to step-in and assist with others that speak the same language. Translators are utilized when needed. Our school at this point has an ESL pull-out program but plans to research push-in programs with collaborative team teaching as this will afford a more hands on approach to reaching ELLs in the classroom setting more frequently during the course of the school day. This instructional strategy will enable our students to listen, speak read and write with more facility in English so they become productive American citizens. They will be employable and life-long learners. There are three Special Education students receiving ELL services whose home language is Spanish.

ELL students on the beginner and intermediate levels of English proficiency will receive four 90 minutes, (2 periods) per day at four days per week of ESL instruction. Advanced students will receive two 90 minute periods at two days per week of ESL instruction and two 90 minute periods of ELA instruction two periods per week in the classroom setting where the teacher incorporates ESL strategies for teaching. The ESL teacher, classroom teachers and supporting staff will meet and confer monthly to offer best possible practices on behalf on the ELL students.

The ELL instructional practices in the early stages include language modeling, visual aides and context clues to obtain and convey meaning. At this point, the focus in on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. All students are involved in supplemental programs and extracurricular activities offered by the school.

The goals of the instructional strategies in the ELL program are to enable students in all academic areas while acclimating themselves to a new culture. All curriculums are presented in English. ELLS receiving services for 4-6 years are given extra support in areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT/ LAB-R Formal Assessments and Informal Assessments. Data is collected from these resources as instruction is designed to address and remediate these deficiencies. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher. The instructional strategy will enable our students to listen, speak, read and write with more facility in English so they become productive American citizens. They will be employable and life-long learners.

The ELL instructional practices in the early stages of English language acquisition include language modeling, visual aides and context clues to obtain and convey meaning. At this point, the focus is on comprehension. As development continues, the use of videotapes, cassettes and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire

and develop English language skills. All students are involved in supplemental programs and extracurricular activities offered by the school. The instructional and intervention programs in PS 273 that support our Special Needs ELL students are:

- A Comprehensive Approach to Balanced Literacy
- Differentiated Instructional Strategies for all curriculum
- Research-based Mathematics program
- Academic Intervention Services
- SBST
- Guidance Counselor
- Mandated Guidance Counselor
- Special Needs Speech Services
- Paraprofessionals in the 12:1:1 classes
- Collaborative Team Teaching (CTT) class for grades 1-3
- Open Court Phonics Program Grades K-3
- Wilson Reading Program

The Special Education Teacher works closely and networks regularly with the Teacher of ESL when addressing the needs of students being serviced per IEP mandates including those who are X-coded. ESL strategies and lessons are tailored for the classroom teacher using ESL support materials.

Content area vocabulary is introduced via diagrams, picture representations, vocabulary games, flash cards and other audio and visual means. Informal assessments are ongoing as progress is monitored. The teacher is encouraged to offer frequent positive reinforcement in all subject areas, as warranted. More time is given to the student to complete assignments, as needed. Hard copies, as well as, on-line and audio bilingual glossaries and dictionaries offer differing approaches to assisting the student in the classroom setting with vocabulary, parts of speech, pronunciation, etc. Materials and lessons are differentiated and broken down in very small steps until evidence of comprehension is reached. The ESL teacher and the Special Education teacher address IEP goals while designing lessons best suited for the student. Cultural factors are considered along with the individual learning needs and styles of the students.

In the event that we will have SIFE students we plan to provide support by offering an environment to meet the social, cultural and linguistic needs of these students. Trained staff will use instructional methods designed to meet their individual needs. Sheltered instruction that modifies English language instruction can help make the subject matter more comprehensible to students with limited vocabulary. Learning will be differentiated through sheltered instruction that includes visuals, collaborative learning activities, audio aides, and demonstrations. Standards can be adapted so that explicit teaching of the most critical content area vocabulary and information is presented in a way that can be most effective and age-appropriate.

### **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)?

Con't

PS 273 offers a strong and vigorous program for ELLs as they prepare to take the ELA for the first time. Whenever possible, native language proficiency in content areas is used during literacy instruction in order to build English proficiency. Pre-reading skills are developed as scaffolding is incorporated in lessons. The use of graphic organized help to organize information as they try to relate prior knowledge to material being taught. Schema is activated as visuals, technology, audio aides, reader's theater, and discussions help strengthen skills. Transitional support (2 years) is offered for ELLs reaching proficiency on the NYSESLAT by continuing use of ESL strategies and methodologies for teaching and learning in all content areas. When possible the student(s) are included in ESL pull-out groups that meet their needs, if not regularly, then during optimum times of the school year. Inclusion is also determined by his/her continued areas of weaknesses such as in meeting grade level standards in Writing.

As of date there are no programs/services slated for ELLs that will be eliminated or discontinued.

ELLs receiving services for 4-6 years, long term ELLs and ELLs with special needs receive small group instruction, as well as, one on one instruction to help support their learning. Our Literacy Coach, Mr. Ray, works with the students on this basis on many occasions in addition to what is received in the classrooms and ESL programs.

#### **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.

Con't

This group of students are also offered tutoring by teachers and other staff. After-school programs are made available. Academic assistance that goes beyond IEP mandates is made available. It is our goal to help these students achieve academic gains so they can meet standards and perform successfully on informal and formal assessments. All students are given access to the above mentioned programs and services. Programs/services are open to ELLs and others on an equal basis according to individual needs. Programs are school-wide. Former ELLs all receive invitation to participate. Services and resources correspond to ELLs ages and grade levels. Native language support is offered through use of bi-lingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native languages as support, games, dramatization, parental input and involvement in lessons and activities. Technology is incorporated in activities, writing assignments, study of grammar and usage and English language practice of reading passages and skills. Beginners and those in grades Kg-2 experience learning utilizing the "Amazing English" program and curriculum. The program incorporates phonemic awareness, phonics, sight word study, stories with related activities, songs, chants, poems, rhymes as the students practice learning new words, reading and writing across the curriculum. Students participate in computer generated programs such as, "Starfall" and "QuickRead" reading and writing programs with the assistance of the Computer Teacher, Mr. Moore as he includes use of other viable computer generated programs in extension to the students regular programs. Programs are delivered in English with Native Language support. Translations and interpretators are provided, as needed.

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Principal, Ms. Avery welcomes the children and their families. The Parent Coordinator, Mrs. Graham, reaches out to the parents to help secure information, answer questions, and further assist. Translators are on hand if possible, if not, contacts are made.

The parents and children are taken on a tour of the school to help with adjustment to the new environment. Packets or brochures are handed out, such as, "What your child needs to learn..." Literature is offered in language of choice. They are introduced to key staff and shown the basic layout of the school. Newcomers are made to feel completely welcome as they look forward to joining our school family. Literature, calendars, school newsletters, posters pertaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. Translators and interpretators are on hand throughout the day and throughout the building. If not available, all avenues are explored to secure help with home languages not readily available for translation. When necessary follow ups are made in person or by phone until parents have the information required or requested.

Targeted intervention programs for ELLs in ELA, math and other content areas are offered in English. Plans are in place to further implement these programs. At this time we are exploring possible schedules for intervention programs for those who need to attend in-house programs and activities at times outside of the regular school day. Currently students are offered a plethora of club activities to participate in every six days during the afternoon periods. Students choose from a list of clubs to attend which include no-bake cooking, bingo, sewing, cultural clubs, exercise, art, music, chess, etc. Clubs offer students learning in the arts and content areas while communicating and interacting with others from a vast variety of cultural backgrounds in extension to regular curriculum. It is our goal to offer every student a well rounded education. During the winter months students bring favorite leveled books as personnel is made available to monitor the lunchtime 100 Book Challenge Reading Room.

Staff including teachers of ELLs will participate in ongoing, long term staff development that will aid in implementing and meeting state standards for mandated ELL students. Staff will be informed of all directives and trained to meet the standards for ELL implementation within their classrooms. Teachers will receive instruction and develop criteria for implementations of differentiated instruction. Academic language development strategies will be introduced and reviewed as appropriated.

Professional development opportunities have also been created for teachers of ELL students and other staff members. The BESIS Training for Updates, the ELL Academic Writing Institute and the EPIC—ELL Identification and Parent Information were attended by the certified ESL teacher and turned key to the staff. Differentiated Instruction workshops are on-going and are provided to all staff. There will be additional workshops that will be attended by the ESL teacher to further support professional growth and keep updated on current strategies. Staff receives information about application process and procedures as students transition from elementary school to middle school. Our Guidance Counselor, Mrs. Berger provides applications to all students on an equal basis. There is now a Middle School Choice Enrollment Application which is provided to all students. Materials and all forms are translated as needed.

Professional development programs for teachers and other staff responsible for the delivery of instruction to limited English proficient students includes workshops that focus on differentiating instruction. The ESL teacher also provides teachers with strategies that are effective and processes that can be utilized to strengthen the academic skills of the students receiving ESL.

## 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?

Workshops are provided, organized, and administered through the office of our Parent Coordinator to ELL parents. A number of Community Based organizations provide and participate in these workshops which are scheduled as conveniently for the parents as possible. Some of the Community based organizations involved are: Learning Leaders "Training for Volunteers" Seeds of Excellence Parent Workshops, Dial a Teacher, East New York United Concerned Citizens Senior Citizen Workshops, Volunteers for America "Domestic Violence Workshop", Girl Scout Council Leadership Training, Brooklyn Center for the Independence of the Disabled and Department of the Aging Senior Citizen Resources.

Parents are informed about upcoming workshop through postings, school letterheads, monthly calendars, grade newsletters. Information is provided in languages of choice. Beginning of term surveys are issued as a means of securing information about parent interest for the planning and scheduling of workshops. Community organizations are contacted that also initiate ideas of areas of interest for the population being served. Translations of literature and translators are on hand, as needed. The school translator along with other staff ensure that the parents receive equal opportunity for voicing topics of interest. The school coordinator also sends voice mail notices in home languages, as needed, as another means of reaching our parents.

Orientation is scheduled for parents and is available in their native language. Parents are referred to the parent coordinator if they choose to explore another program outside of the Freestanding Program (Dual language/ Transitional). Besides the ELL Parent Orientation, we ensure that parents of ELLs receive information on the various programs and their characteristic during the PD programs and meetings organized by the Parent Coordinators. Parents of ELLs are integrated into the PD for the whole community. In addition, specific PDs are planned that addresses the needs of the parents and teaches them about second language acquisition and development. Professional development programs include ELA Test Preparation, Understanding the Core Curriculum and Parent Information to Help Your Child Identified as an ELL Student. These workshops were designed for the parents and to aid in deciphering the NYS regulations for ELL students who were being administered the NY State exams for the first time. Parents are given every opportunity to be partners in their child's educational experiences. Parent workshops and other activities help keep them included and welcomed in each endeavor. Parents are offered opportunities to attend and participate in all Parent Workshops and other activities offered at PS 273. Parents are encouraged to read to their children in their language of choice as this is a proven method for enhancing academic achievement. Spanish translators are made available as requested. Parents attend The End of Year Workshops to prepare and inform about upcoming ESL services.

# Part V: Assessment Analysis

## 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)		2		1	1	1								5
Intermediate(I)			1		2									3
Advanced (A)														0
Total	0	2	1	1	3	1	0	0	0	0	0	0	0	8

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1		1				3
5	1								1
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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.

Paste response to questions 1-6 here

The assessment tools that are utilized to assess early literacy skills for the ELL students are ECLAS-2 (for grades K-3) and DRA (for grades 4-5). The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The students in grades 1 and 2 are scoring below standards on the E-CLAS-2 but, the Upper Grade students in grades 3, 4, and 5 are approaching standards based on the DRA scores. The struggles of the students are not solely based on language acquisition.

The patterns across NYSESLAT modalities affect instructional decisions. The instruction will be modified and customized to meet the needs and move them toward accomplishment of established goals and standards. The patterns across proficiencies and grades are consistent. On the yearly assessments the ELL students are comparably on target with students that are on their grade level. The use of the ELL Periodic Assessment is replaced with informal tools that include predictives and portfolio pieces. The tools are used to decide professional development needs and to drive instruction based on the academic needs of the students. It is also used to chart progress and to assign after school classes. Parental awareness is increased through the dissemination of the information acquired from the assessments. The school plans to look inot the reinstatement of Periodic Assessments as the need arises.

The students’ native language is used to support the learning of English. Through the use of the native language the students are able to develop a stronger understanding of the English language.

Classroom lessons in content areas are supplemented by lessons in the ESL classroom as ELLs acquire skills in listening, speaking, reading and writing in English. Teachers teach academic English as the students gain competency in everyday English. Lessons are developed that build upon background knowledge and cultural backgrounds. Explicit teaching and modeling of reading comprehension skills are imbedded in lessons that offer guided practice, peer practice and cooperative learning experiences. Specific content area vocabulary is pre-taught, when possible students background knowledge is connected to content as schema is activated. Types of writing are modeled as students are engaged in activities that enforce mastery. Writing activities are linked with literature across the curriculum. Leveled books and other media are presented with native language support. Ideas for writing are pulled from ELLs personal experiences and content areas. Assessments are ongoing as progress is charted.

The success of the ELL program at the school is evaluated by the students meeting the set goals and standards for the year. The student is considered successful when they are able to have full conversation in English and meet the Listening, Speaking, Viewing standards for ELA.

### 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.

Paste additional information here

## Part VI: LAP Assurances

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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 273 Wortman					
<b>District:</b>	19	<b>DBN:</b>	19K273	<b>School</b>		331900010273

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.2	93.2	92.3
Kindergarten	55	69	57				
Grade 1	85	65	68	<b>Student Stability - % of Enrollment:</b>			
Grade 2	80	85	65	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	75	74		94.3	90.3	90.3
Grade 4	86	70	71				
Grade 5	98	86	66	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		72.4	84.8	84.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	29	20
Grade 12	0	0	0				
Ungraded	0	8	9	<b>Recent Immigrants - Total Number:</b>			
Total	475	458	410	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	32	16	Principal Suspensions	5	1	5
# in Collaborative Team Teaching (CTT) Classes	19	21	27	Superintendent Suspensions	13	19	9
Number all others	29	22	15				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	44	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	6	6
# receiving ESL services only	7	11	TBD				
# ELLs with IEPs	1	3	TBD	Number of Educational Paraprofessionals	2	1	2

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

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	97.1
				% more than 2 years teaching in this school	63.0	72.7	86.7
				% more than 5 years teaching anywhere	54.3	54.5	73.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	91.1
American Indian or Alaska Native	0.8	0.9	1.0	% core classes taught by "highly qualified" teachers	81.4	100.0	100.0
Black or African American	80.6	80.1	81.2				
Hispanic or Latino	17.5	17.0	17.3				
Asian or Native Hawaiian/Other Pacific	0.8	1.3	0.0				
White	0.2	0.4	0.5				
<b>Male</b>	50.7	53.1	49.8				
<b>Female</b>	49.3	46.9	50.2				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated 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:**

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

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					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	33.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)