



PUBLIC SCHOOL 273

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27Q273

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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Brenda Ward	*Principal or Designee	
Joycelyn Sampson	*UFT Chapter Chairperson or Designee	
Mayury Jimenez	*PA/PTA President or Designated Co-President	
Virginia Urena	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Naveeda Arshad	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Orlenni Jimenez	Member/Parent	
Christina MacKay	Member/Parent	
Patti Egensteiner	Member/Teacher	
Rita Garay	Member/Teacher	
Raquel Torres	Member/Paraprofessional	
Mimi Cortez	Member/Parent	
Betty Ann Darsoo	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 273 cultivates well-rounded students in a student-centered environment that emphasizes high expectations and success through a stimulating and comprehensive program that will provide foundational skills to be successful in middle school and beyond.

We are a diverse, collaborative school community. We respect the worth of other cultures and individual differences. Our Book of the Month selections focus on highlighting cultures from around the world.

Our work this year involves developing a curriculum that integrates the arts and technology. It is driven by clear performance standards that students should know and be able to do at each grade level based on city, state and national standards. Using individual student data (classroom observations, practice test information, standardized test data, classroom performance) instruction will be targeted to meet student needs.

Creating a culture of data is a major focus of P.S. 273. The school is dedicated to using professional learning communities to guide long term goal setting to meet the needs of the school community. Programming enables teachers to plan collaboratively and cohesively on a weekly basis during and after school common planning sessions.

Our motto, **“Failure is not an option”** continues to guide our efforts as we work together to improve achievement and the social/emotional development of all of our students. We have one ESL push-in/pull out teacher who services targeted ELL children, and one early intervention push-in/pull out teacher who services students in need of additional academic support and also supports teachers instructionally.

We cultivate readers and writers through the balanced literacy approach utilizing *Foundations* and *Journeys* (research proven reading programs). We enrich, extend and accelerate mathematics instruction through the use of *Everyday Math*. We implement a hands-on discovery approach to invite students to observe and draw conclusions using *F.O.S.S.* (Full Option Science System) differentiated kits. The social studies curriculum is designed by classroom teachers and aligned with NY State standards. Students explore their community and study American/World history and culture. We follow NYCDOE Blueprint for the Arts. Our kindergarten students receive formalized instruction in the arts every day. Our Prekindergarten students receive arts instruction at least three times per week. By the end of the year, all classes will have received a module of instruction in music as well.

We are working to make our building family friendly. Training was provided through the Learning Leaders Program for parents to volunteer, which enable them to partner with us in reaching our goals. Monthly Celebrations are held so that our students can share what they are learning with the school community and their parents. Teachers constantly share activities with families that they can do at home to support their child's learning in the core content areas.

This year our primary partnerships consist of Generation On (which provides various community service projects/opportunities to engage all students and parents) and PENCIL (which helps to build school capacity, and enhance student learning. We also enjoy Mini Grants from Road Runners and Move to Improve to encourage physical movement throughout the school day.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 273				
District:	27	DBN #:	27Q273	School BEDS Code:	342700010273

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 273 is a new school opened in September, 2010 with no historical trends. Of the 100 Pre-Kindergarten and Kindergarten students 42 are in Kindergarten. Seven are in a self-contained special education class and 35 are in general education classes. Approximately 58% of the student population is Spanish speaking. According to the Lab-R Assessment results ten Kindergarten students are receiving ELL services. Fifty-eight students are in Pre-kindergarten classes.

Prior to opening, the new staff took part in three days of needs based professional development. We offer differentiated professional development during grade team meetings, lunch and learns and ongoing professional development after school. Although ten students are receiving ELL instruction we have many that come from bilingual households. To support our teachers we offer professional development once a month in ELL instruction.

Teachers assess students' reading progress every six to eight weeks using Houghton Mifflin Harcourt Journeys Unit and Benchmark Assessments, running records, portfolios and authentic performance-based assessment to strategically document students' behaviors, skills, and learning along a developmentally appropriate continuum. In math teachers administer both pre and post assessments using Everyday Math. Teachers, use data binders to collect and analyze data according to the Common Core Standards to create SMART Goals and action plans to differentiate instruction for whole class, small group and individualized instruction. Grade teams created curriculum maps based on academic needs, the schools mission and vision statements and the Common Core Standards.

P.S. 273 has many strengths and accomplishments. Teachers work collaboratively to provide differentiated instruction and plan rigorous activities for all students. Members of our school community have many roles and responsibilities which is a challenge for a small staff. We use Push-In and Pull-Out models for intervention based on on-going assessments to support differentiated instruction. Based upon school based assessments approximately 25% of Kindergarten students receive additional intervention services both in literacy and math. The school provides additional support for teachers in the areas of literacy, math, analyzing data and instructional planning during our extended day two times per week.

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.

Student Attendance

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. If a student is absent often, it makes it difficult for the teacher to build the student's academic skills and social development. Our goal is to create and establish systems and incentives to track and improve student attendance. Our Grade K average student attendance will increase by 3% each month to achieve an average attendance rate of at least 93% by June 2011.

Parent Involvement

When schools and families work together there is a higher success rate overall. Students do better in school, parents become empowered, teacher's moral improves and the community grows stronger. Our goal is to create structures and events to attract and inform parent on educational and community activities. Our goal is to have the attendance by parents/families at school events increase by at least 1% each month to achieve a participation rate of at least 75% by June 2011.

ELL

In order to reduce the risk of reading difficulty, it is imperative that we provide an effective learning environment to ensure that instructional practices meet the need and support the academic progress of our ELL population. Our goal is to have at least 90% of our ELL students increase at least one level on the NYSELAT Exam in the Spring.

English Language Arts

Literacy development starts early in life and is highly correlated with school achievement. The fundamentals for a successful early reader, both cognitive and language skills are learned before children reach school age. The school will implement proven methods of scientifically based research reading instruction in classrooms to systematically and explicitly differentiate instruction in phonemic awareness, phonics, comprehension, vocabulary and fluency to ensure that all students learn to read well by the end of third grade. Our goal is to have our Grade K students increase by 2-3 Fountas and Pinnell levels by June 2011 to ensure that at least 75% of our students are reading on grade level.

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): Student Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our Grade K average student attendance will increase by 3% each month to achieve an average attendance rate of at least 93% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Implement daily parent contact of students with absences and lateness. • Implement monthly and weekly recognition of students with perfect attendance. • Recognize parents who improve student attendance. • Provide Professional Development on links to attendance and student achievement. • Principal will contact parents whose children have more than 3 lateness or 2 absences in a week in addition to School Aide daily attendance outreach, • Creating School Aide structure and routines to track and document daily attendance • Monthly certificate for students with perfect attendance. • Post a staff person at entrance several days a week to track student lateness • Encourage classroom incentives for class/students with perfect attendance • Post classroom banner for best attendance of the month
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Bulletin Boards with Parent News • Principals Contact Log • Monthly Calendar of School Activities • Monthly Newsletters • Professional Development agendas / sign-ins • Teacher Contact Log • ATS reports daily, weekly, and monthly • ATS End of year final reports
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Parent Involvement

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Attendance by parents at school events will increase by at least 1% each month to achieve a participation rate of at least 75% by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Send emails to advertise the events. • Post activities in the monthly newsletter- • Call parents to remind them of the events. • Create/add to the agenda a buddy system for parents to contact at least one other parent. • Monthly activity calendar • Survey parents on home-school communications • Encourage parents to participate in 2 school activities per month (Commit Two-A-Month) • Recognize parents for their participation in the Month Newsletter • Add calendar of events to school’s website
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Title I Parent Involvement funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • A spreadsheet-based tracking system to document attendance at events • Sign in sheets

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our Grade K students will increase by 2-3 Fountas and Pinnell levels by June 2011 to ensure that at least 75% of our students are reading on grade level.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use of Data</p> <ul style="list-style-type: none"> • Collect, record, analyze and document independent reading level on a monthly basis for each student, class and grade • Use running records to ensure appropriate placement in guided reading groups • Use interim assessments quarterly to set benchmark goals and support data driven instruction • Analyze student work (reading and writing) to determine exemplars of quality and implement effective school – wide instructional strategies <p>-Curriculum and Instruction</p> <ul style="list-style-type: none"> • Ensure the use of standards-based rubrics for student writing • Utilize grade level curriculum maps to guide instruction • Focus on the application of strategies for reading texts during shared and guided reading • Utilize research based curriculums-The development and maintenance of individual assessment binders which include: <ul style="list-style-type: none"> • Running records and conferring notes • Rubrics for analyzing student work • Teacher feedback to identify strengths and weaknesses, and formulate instructional plans <p>-The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and guided reading/writing</p> <p>-Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans.</p> <p>-The development and maintenance of individual assessment binders which include:</p> <ul style="list-style-type: none"> • Running records and conference notes • Rubrics for analyzing student work • Teacher feedback to identify strengths and weaknesses, and formulate instructional plans <p>-Development of Staff</p> <ul style="list-style-type: none"> • EIT teacher provide staff with ongoing training to ensure effective implementation • Create a data informed professional development plan by teacher, grade and school <p>Use of Resources</p> <ul style="list-style-type: none"> • Use benchmark books to determine independent reading levels in 6-8 week cycles

	<ul style="list-style-type: none"> • Ensure appropriate amount of both guided and independent reading books across levels in all classrooms <p>- Personal Leadership</p> <ul style="list-style-type: none"> • Principal blocks time daily to interact with students and informally observe teaching and learning during ELA instruction • Principal reviews quantitative and qualitative data and meets with EIT on a weekly basis to identify support needed by individual teacher and grade
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Use funding to provide professional development sessions. • EIT teacher is on staff and provides professional development as needed. • Title I monies will be used to support ELA initiatives
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assessment binders which include:</p> <ul style="list-style-type: none"> • Independent reading levels, running records and conferring notes • Rubrics for analyzing student work • Teacher feedback to identify strengths and weaknesses, and formulate instructional plans <p>-Curriculum map which includes strategies for reading/writing texts during shared and guided reading/writing</p> <p>-Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data.</p> <p>-Classroom libraries with accessible leveled guided and independent reading materials</p>

Subject/Area (where relevant): ELL Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 90% of our ELL students will increase at least one level on the NYSELAT Exam in the Spring.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • ESL students will be grouped according to the results of their LAB-R assessment. • Beginners and intermediate students will receive 360 minutes of ESL instruction while advanced students will receive 180 minutes of ESL instruction • The ESL teacher will use both the push-in and pull out delivery models • Small group instruction will be implemented using the Language Experience Approach integrating concepts across the curriculum, incorporating technology, native language and cultural experiences and projects. • Our Inquiry Team is committed to investigating and analyzing data to improve upon instructional strategies using diagnostic, prescriptive and remedial approaches that will help our ELL students to reach proficiency and attain academic success. • This plan will be implemented and monitored through: • Data analysis of Benchmark Assessments in November, January, March and May, and NYSELAT, to inform instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title I • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Instructional Level Tracking Sheets monitored by administration and the Inquiry Team in November, January, March, and May • Benchmark Assessments • Core Curriculum Unit Assessments • Student Portfolios • NYSELAT

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	11	N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Using a push-in/push-out model small group instruction is provided for students in need of academic intervention twice a week for 30 minutes during the school day. The following intervention program are used: Voyager Passport, Foundations, Earobics, and Journeys Intervention Resources and Materials
Mathematics:	We will implement Math Steps in math to support students who need additional help in mastering secure goals. The method for delivery of services will be in small group instruction. These services will be provided during the school day.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	We will provide counseling services to students who are not mandated to receive this service by an IEP whenever a student demonstrates a need.
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	The school nurse provides services to our students who have asthma, and receive medication on a daily basis.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K Number of Students to be Served: 10 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

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 ESL Program at P.S. 273 will serve students identified in grade K. Entitlement for ESL Services is determined by the Home Language Identification Survey Forms and scores in the Revised LAB-R or the NYSESLAT. Based on these scores, the English Language Learners (ELLs) will be grouped by grade and level of proficiency. This includes Beginners (B), Intermediate (I), and Advanced (A). Students who are found eligible for services will receive instruction in the following manner: Students in the beginning and intermediate levels will receive 360 minutes of services, and those in advanced level will receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Students will be pulled out from their classes to be given instruction by the ESL teacher except during Reading and Writing workshop in which the teacher will do push-in to the classroom to supplement and reinforce instruction of the classroom teacher to the ELL's. The ESL Program at P.S. 273 is designed to develop the basic interpersonal communicative skills in English through Cooperative Learning Approach either by pair or small groups. It also strives to improve the development of Cognitive Academic Language Proficiency by integrating effective ESL methodologies throughout the curriculum and content areas. Students will be grouped according to grade and proficiency level (Beginners, Intermediate, and Advanced) to ensure that the content designed for their language acquisition and learning level will be developmental appropriate for them. The ESL teacher will pull out 1 to 6 students per group for ESL instruction. The language of instruction used in the ESL program is English. Although there are dual language books available and other resource materials available for student use, the ESL Teacher will require them to read, write and speak in English.

The ESL teacher will use differentiated instruction and varied instructional strategies to meet the language needs of ELLs and to develop their lifelong skills. Such approaches are as follows:

1. The language experience approach. This will enable students to develop academic skills through listening, speaking, reading, writing, and thinking. with focus on teaching the structure and convention of the English language. Integrating ESL in the content is used in thematic learning activities. Working through each unit, ELLs could master the both language and the concepts.
2. Through hands on activities like field trips, projects, and scientific experiments, students will have the opportunity to have real life learning experience and better understand the concepts presented in the curriculum.
3. Technical Support through computer and audio cassette. Students are given the opportunity to work in the computer as well as use books on tapes to expand students' learning experience. The Into English curriculum stimulates learning through songs, poetry, and stories at different proficiency levels. Included in the curriculum are methods to integrate stories across content areas in science, social studies and mathematics.
4. Authentic Assessment. Students will be assessed by daily teacher observation, self-assessment, performance assessment, and portfolio assessment. The ESL teacher will collaborate with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. In May, 2011, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year. In an effort to raise learning standards, the ESL teacher uses a variety of literature, audio cassettes, graphic organizers to allow concepts to be taught in a concrete dimension.

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.

The ESL teacher will attend staff development within the school and study group for ESL teachers in CFN 108 throughout the school year and well at those available on Protraxx. The majority of the staff development will focus on data driven instruction and research-based strategies that will help the ELLs acquire language proficiency and meet the state standards, The ESL teacher will also attend professional development sponsored for ESL teachers to provide the highest quality of instruction and learn new innovative ways and updates that could be used and beneficial to second language learners. The ESL will be required to turn-key professional development sessions for classrooms teachers as well as provide professional development to classroom teachers each month to address upcoming themes in Literacy and topics in Math.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

At P.S. 273, we use the ATS reports regarding the home language. We then poll the parents to determine the preference of language for oral and written communication.

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

After the ATS reports were viewed, we learned that parent information needs to be translated in Spanish. Many of the documents are translated on site by the school secretary, and some are translated through the Translation and Interpretation Unit of the Department of Education. The lower incidence languages are Bengali, Urdu, Albanian, Polish, and Chinese. For oral interpretation, we have various bilingual staff members who speak Spanish. If the parents who speak the lower incidence languages will be attending meeting at our school, we will request that they let us know in advance to request an oral interpreter from the Translation and Interpretation Unit.

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.

At P.S. 273 all written translations will be offered in Spanish. In addition, if needed translations will be done in Urdu, Chinese, Polish, and Albanian by the Translation and Interpretation Unit of the Department of Education.

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

Oral interpretation will always be done in Spanish. The translation will be done by either a staff member or parent volunteer. For lower incidences languages, parents can request an interpreter in advance and we will contact the Interpretation Unit.

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>.

To notify parents of Chancellor's Regulation A-663, at the beginning of school year 2010-2011, we will send home a notice in the parents' native language. We will also post in the main entrance of the school, on the Parent Coordinator's bulletin board the same notice in all languages in our school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$40,490.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$524.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$2,620.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	5,242.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

- I. P.S. 273, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 273's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parent associations, and parent advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

To increase parent involvement, P.S. 273 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parent Association. Provide technical support when needed.
- Provide workshops based on the assessed need of the parents. These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Host Curriculum Nights where all parents are invited to attend formal presentations and workshops that address their parenting needs.

P.S. 273 will encourage more school-level parental involvement by:

- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress

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

Public School 273 School-Parent Compact

P.S. 273 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

P.S. 273 will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

In addition to the mandated New York State Department of Education 5th grade requirements, P.S. 273 students will be expected to meet or exceed standards on the NYS ELA and Math assessments, we want to ensure that when they move on to middle school that they are able to compete academically and culturally with students across our city, our state, our country and all over the world. Therefore, we have developed performance expectations to ensure their success:

By the end of 5th grade, students must be able to demonstrate that they can:

- ◆ Read grade appropriate books, and be able to respond to those book in different ways (written, artistic, verbal)
- ◆ Perform basic critical analyses of what you read in different ways (written, artistic, verbal)
- ◆ Write in a variety of genres and styles, for various audiences; Self-assess writing strengths and challenges
- ◆ Identify continents, countries and states on a map; produce a basic timeline of world historical events, and a specific timeline of US historical events up to modern times
- ◆ Understand mathematic concepts appropriate to grade level; begin simple algebraic work (simple variable equations)
- ◆ Conduct mathematic investigations in a variety of methods, and be able to assess which method is best for the situation/problem

- ◆ Perform moderately complex scientific investigations, and explain what they have learned/discovered in multiple ways
- ◆ Explain in moderately complex terms the importance of art, music, dance, and theater to their own learning and to societal advancement
- ◆ Create and participate actively in interdisciplinary presentations using technology that showcase what they have learned; and touch type at least 20 words per minute
- ◆ Maintain a trip journal that documents school trips taken and what they learned/experienced on these trips
- ◆ Understand the benefits of mentoring scholars in the lower grades; understand the benefits of community service
- ◆ Generate a plan of action detailing middle school and high school goals (short term and long term), how these goals will be met, and how these goals support the ultimate goal of entering and completing college successfully
- ◆ Write a research on the Ivy League or historically black college you plan to attend and why?

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 9, 2010 and in March 15, 2011

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report Cards: 11/9/10, 3/15/11, 6/28/11 Progress Reports: 2/9/11, 4/29/11

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parent-School Communication

We believe if parents are actively involved in their child's education we will achieve our mission. A key piece of this involvement is a system of communication between the school and the home. P.S. 273 employs the following systems and procedures to ensure there are ongoing and regular communications between school and home. Please update all contact information with the school secretary and inform your child's teacher of the best way to contact you in non-emergency situations.

Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school, either by phone, in writing, or by e-mail, within 36 hours. You should receive at least one phone call or note each quarter from your child's teacher.

Monthly Principal Letters

Every month, P.S. 273 sends a letter to the parent/guardian of each student. This memo contains important information about school events and news. It will go home in your child's homework folder.

Monthly Calendar

Each month, you will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference dates. Please look for this calendar in your child's homework folder.

Two Parent-Teacher Conferences

Parents and teachers have the opportunity to discuss each student's progress at parent-teacher conferences held at the end of each term. We expect every parent to attend each of the two parent-teacher conferences.

Three Progress Reports

In the middle of each term, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior.

Questions

If you have questions or concerns, parents are encouraged to call their child's teacher directly. Please don't hesitate to leave a message at the main office at (718) 286-8300.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parent and Guardian Volunteer Responsibilities

As a parent or guardian of a P.S. 273 student, one of your responsibilities is to volunteer at the school. This may include helping to supervise a field trip, working in the office, assisting your child's teacher, assisting at breakfast or lunch duty, or stuffing envelopes at home. To volunteer in your child's classroom or to supervise a field trip, please contact your child's teacher directly. To volunteer in the office, recess, or any other activity please contact the school secretary at (718)286-8300.

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.

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.
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.
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.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

P.S. 273 provides scientifically researched based programs that effectively match student needs, maximize efficiency on instructional time, regularly monitor progress and provide ongoing and repeated practice. The programs used are Foundations, Reading a-z and Journeys Intervention.

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

Please see Appendix 1, Part B – Academic Intervention Services

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.

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

The EIS teacher, the ELL teacher, and paraprofessionals work with small groups of children in the classroom to minimize disruption while providing direct services to Title I students.

4. Coordinate with and support the regular educational program;

Please see Appendix 1, Part B – Academic Intervention Services

5. Provide instruction by highly qualified teachers;

All of the staff instructing children are highly qualified according to the 2010-2011 BEDs Survey.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Professional development opportunities occur each week for teacher and paraprofessionals. Parent workshops are scheduled monthly to involve parents in the academic and social growth of their children.

7. Provide strategies to increase parental involvement; and

Please see Appendix 4, Part B – Parental Involvement Policy

8. Coordinate and integrate Federal, State and local services and programs.

Administration meets with the food nutrition staff monthly to discuss the menu for the month and providing a lunch menu that is aligned with the cultural highlight of the month.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

To date, we have not identified any students in Temporary Housing.

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

Title I set-aside funds will be used primarily for educational services to ensure that our homeless students progress academically. Included in this may be payment for basic/emergency supplies - such as uniforms, school supplies, or books.

Students will receive counseling, and extended time during the school day to complete homework if necessary

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 273						
District:	27	DBN:	27Q273	School		342700010273	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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			58				
Kindergarten			40				
Grade 1			0	Student Stability - % of Enrollment:			
Grade 2			0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3			0				
Grade 4			0	Poverty Rate - % of Enrollment:			
Grade 5			0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6			0				60.0
Grade 7			0	Students in Temporary Housing - Total Number:			
Grade 8			0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9			0				
Grade 10			0	Recent Immigrants - Total Number:			
Grade 11			0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12			0				
Ungraded			2				
Total			100				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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			7	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			
Number all others			2				

<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
				CTE Program Participants			

English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11				
# in Transitional Bilingual Classes			TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs			TBD	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only			TBD	Number of Teachers			
# ELLs with IEPs			TBD	Number of Administrators and Other Professionals			

<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			1.0	% core classes taught by "highly qualified" teachers			
Black or African American			19.0				
Hispanic or Latino			55.0				
Asian or Native Hawaiian/Other Pacific			15.0				
White			10.0				
Male			45.0				
Female			55.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		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:	ELA:
Math:	Math:
Science:	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
All Students							
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 108	District 27	School Number 273	School Name P.S. 273
Principal Brenda Ward		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Renee Palermo/ ESL		Guidance Counselor	
Teacher/Subject Area Lisa Nelson		Parent Virginia Urena	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader Simita Kaufhold		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	100	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	10.00%
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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.

1. Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a pedagogue, which will be the ESL teacher. The response from the survey, coupled with an informal interview will determine whether the student should be given the LAB-R exam. The LAB-R should be administered within the first ten (10) days of admittance into the school system. The results of the LAB-R will indicate whether or not the student will be placed in a language program. When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student doesn't achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he/she achieves proficiency on the NYSESLAT.

2. If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation. Based on enrollment of newcomers, coupled with LAB-R results, parent orientations are held as needed.

3. Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the parent orientation, parents are given brochures and visual information about the three program choices for ESL, provided by the New York City Department of Education. After the parent orientation concludes, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child.

4. Students are placed in the program their parents have chosen. Parents are encouraged to contact the ESL teacher and Principal with any questions or concerns. If communication in English is not possible, an interpreter will be provided to explain the program as well as provide them with information about their child's progress.

5. N/A

6. Currently, freestanding ESL is the only program option available. Parents are made aware of the other ESL programs, Transitional Bilingual (TBE) and Dual Language. If a parent requests the other choices, the ESL teacher will coordinate communication between the parent and the CFN 108 liaison to locate a school with the appropriate services for their child.

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	Tot #
Transitional Bilingual Education (60%.40% → 50%.50% → 75%.25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%.50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	8	0	0	0	0	0	0	0	0	0	0	0	0	8
Total	8	0	0	0	0	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	1	0	0	0	0	0	0	10
Total	10	0	1	0	0	0	0	0	0	10

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	7	0	0	0	0	0	0	0	0	0	0	0	0	7
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	10	0	10											

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.

1. Delivery of Instruction

- a. The school currently uses the Push-in/Pull-out organizational models for ESL.
- b. For the push-in model, students are placed in heterogeneous groups. The ESL teacher provides supplemental instruction baserrd on what the students are learning in that particular content area/curriculum. For the pull-out model, the students are pulled out in homogeneous groups. According to their LAB-R levels, once NYSESLAT scores are obtained they will be regrouped.

2. The teacher provides 4 periods a week for each grade/class, as well as pull out beginners and intermediate students for additional periods. Students who are at the beginner and intermediate levels are pulled out for additional time during reading and/or writing periods to receive language services.

3. For each content area, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes into, the students will be able to breakdown the actual language of the given text, activity or task of the day and begin with vocabulary and visual arts. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the day's concept(s). Manipulatives are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussion, eventually guiding them into broader, whole class discussions and accountable talk, where ELLs can move around and interact with other students. This has been proven to be most effective for ELLs.

4. Instruction for ELL subgroups

a. SIFE: When a SIFE student returns to school, they are given a brief informal assessment of their basic skills and knowledge of English. The student is reintroduced to the classroom environment through displaying language and content objectives and presenting information in varied ways (written demonstrations and manipulatives). Once the student feels comfortable in their classroom environment, they follow the structured ELL program that is currently in place. If there is a need for extra tutoring, the ESL teacher meets with the student's content teacher and discusses areas for improvement and possible intervention strategies to meet their needs.

b. Newcomers: the main focus is to adapt to the student classroom environment, develop their basic English vocabulary and begin Foundations with their content area teacher and with the ESL teacher. After their first assessment, the program changes to fit the student, addressing any academic weaknesses. Focus is now placed on utilizing the skills acquired in their first year to develop stronger abilities as a reader and writer of English.

c. ELLs receive 4-6 years of service: Students participate in their chosen ESL program, working with the ESL teacher on developing stronger reading and writing skills. At this point, most ELLs are either advanced or proficient in the listening and speaking modalities. All four modalities are addressed in most activities, but deficiencies are more prevalent in reading and writing in English. Therefore, making predictions, inferences, brainstorming lists, asking questions about the text help ELLs understand the material. Making outlines, creating charts and using graphic organizers and thinking maps will help to develop writing skills.

d. Long Term ELLs: Looking at data and conferencing with content area teachers will help create a profile for these ELLs. If needed, teachers will arrange tutoring sessions throughout the school day to pinpoint and address any issue the student is having with a particular concept/content area.

e. Special Needs: Based on their Individualized Education Plan (IEP) students are met in heterogeneous groups within their classes. Other accommodations can be made on a case by case basis. The ESL teacher can meet with the student one on one and provide ESL instruction.

5. All intervention services are offered in English. The early intervention teacher will also provide pull in/push out services as well, to address the student needs in the content area.

6. Our ELL studentd who achieve proficiency on the NYSESLAT will continue to receive ESL support. The length of time of those services will be determined on a case by case basis.

7. In the upcoming school year, there will be a NYSESLAT prep after school program, in which we will provide additional help in listening, speaking, reading and writing in English. There will be an adult ESL class after school where the parents of ELLs can utilize the language skills acquired in this class to help their children at home.

8. Currently, there are no programs that will be discontinued.

9. All ELL students are encouraged to participate in all school programs.

10. ELL students will have access to the classroom computers and the school library. In addition, they are encouraged to come to the ESL room, where they can participate in the listening center, select books from the ESL library and create-project based artwork.

11. With freestanding ESL, the only language spoken is English. The ESL teacher can provide translation services personally or through the DOE, if needed.

12. All required services and resources correspond to ELL students' ages and levels. They are all located in their general classrooms, as well as the ESL room.

13. In the upcoming school year, we plan to have a student orientation and open house for newcomers before entering school. They will be introduced to staff, take a tour of the school and participate in activities that will make them feel at home with their new environment.

B. Programming and Scheduling Information--Continued

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

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

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 taught in the target language? What content areas are taught separately?
3. How is language separated for instruction?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

100%

Freestanding ESL

D. Professional Development and Support for School Staff

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

1. In addition to professional development workshops and grade team meetings that will be held twice a week. Our ESL teacher will meet with teachers once a month to provide ESL strategies for instruction. Also the ESL teacher is part of the instructional cabinet.
2. The ESL staff will attend each individual grade level meeting once a month to discuss ELL progress and how the content area teachers can further develop the students' academic and language proficiency. The meetings are designed to enable communication between the principal and pedagogues about various topics, including transitioning students into middle school.
3. There are weekly professional development workshops and grade team meetings held for all teachers at the school. The ELL training workshops will take place once a month. They address topics ranging from literacy, effective ESL strategies, informal and formal assessments to translating NYSESLAT data into effective instruction for all levels.

E. Parental Involvement

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

1. The Parent Association (PA) is open to any and all parents of students, including ELLs. ELL meetings are held once a month for parents to voice their concerns and receive workshops about ELL instruction, assessment, curriculum and how to help their students acquire the language at home. The ESL teacher provides assistance to those parents who need translation.

2. N/A

3. Along with letters sent home with the child, surveys are handed out to assess the needs of the parents, including those of ELLs. Surveys are given during PA meetings, which are held once a month.

4. Based on surveys, interviews and other mediums, parents are mostly concerned with helping their child maintain a level of success comparable to a non-ELL student.

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)	4	0	0	0	0	0	0	0	0	0	0	0	0	4
Intermediate(I)	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Advanced (A)	4	0	0	0	0	0	0	0	0	0	0	0	0	4
Total	10	0	0	0	0	0	0	0	0	0	0	0	0	10

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0

	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/W RITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. The assessments we currently use are Journeys unit and benchmark assessments and the writing sampling pilot.

2. N/A

3. According to the patterns presented by the NYSESLAT data show that there should be more focus on reading and writing. Reading and writing workshops will be the most effective when strategies are introduced and reinforced as often as possible. Fortunately, there is a reading workshop and a writing workshop in the ELLs daily schedule. The ESL teacher provides additional support during these workshops, whether it's reinforcing how to make a prediction or learning to write an outline for an essay. Instructional decisions will be determined according to the NYSESLAT data.

ESL.

4. N/A

5. N/A

6. The success of the ELL programs are evaluated through the NYSESLAT Data, the NYS exams, The students individual success in all content areas (progress report) and informational assessments from the ESL instructor.

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.

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		