



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHANN DEKALB SCHOOL- P.S. 270K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K270

PRINCIPAL: MITRA W. LUTCHMAN

EMAIL: MLUTCHM@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mitra W. Lutchman	*Principal or Designee	
Elizabeth Gonney	*UFT Chapter Leader or Designee	
George Garcia	*PA/PTA President or Designated Co-President/ Time Keeper	
	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	
Joyce Wingfield	Member/Faciliator	
Mary DeBerry	Member/Staff	
Nikki Shuler	Member/Staff/recording secretary	
Karen Duncan	Member/Staff	
Stacey Grant	Member/Parent	
Pierre Beaumont	Member/Parent	
Tanisha Tate	Member/Parent	
Yandra Llalave	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To implement 4-6 week cycles of focused observation reports using “Enhancing Professional Practice: A Framework For Teaching” as a rubric to provide formative support to teachers.

During the school year, 100% of the teachers in grades Pre-K to 5 will receive critical feedback on the following domains: Planning/Preparation; Classroom Environment; Instruction, and Professional Responsibilities to enhance Teaching and Learning, as well as, strengthen pedagogy.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This is DOE mandate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Using instructional walk through checklist, supervisors will observe teachers in the following domains:
 - Environment (September 2011-October 2011)
 - Planning/Preparation (October 2011 – November 2011);
 - Instruction (November 2011- February 2012)
 - (Supervisors)
- Supervisors will use formal observation reports to provide feedback on effective teacher performance using Domains, Components, and Elements of the Framework for Teaching (October 2011 – June 2012) (Supervisors)
- Supervisors will hold a minimum of six, one-on-one conferences with teachers to reflect on their Professional Responsibilities (September 2011- June 2012) (Supervisors)
- Monitor the progress of teaching and learning through Individualized Growth Plan (September 2011- June 2012) (Supervisors)

Our teacher leaders are involved in the decision making process in evaluating the effectiveness of the strategies/activities in various school committees such as the Principal’s Cabinet, the Teaching and Learning Team, the Primary Inquiry Team and the SLT.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have a staff of veteran teachers, paraprofessionals and supervisors. They are considered, as designated by NCLB, highly qualified. However, as a community of learners we are always looking to hone and sharpen our skills. We offer various opportunities for ongoing professional development:

- Monthly Faculty Conferences
- Monthly Grade Conferences
- Individual Growth Plans
- Teacher Inquiry Teams
- Outside workshops (Teacher College, CFN #612, DOE, BOCES)
- In-School workshops (Lunch and Learns, Saturday Academies)
- Coaching Conversations with supervisors
- Teaching and Learn Team Meetings

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Race to the Top monies have been aligned with Teacher Effectiveness. The NYC DOE has undertaken a teacher effectiveness initiative that we are required to utilize. We have aligned our activities with the DOE initiative.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

(Supervisors- TL Fair Student)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To plan and implement one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards.

During the 2011-2012 school year, 100% of the teachers in grades Pre-K to 5 will model strategies which will encourage students to analyze informational text to support a point of view in a written response. (Literacy) In addition, they will provide opportunities for students to solve multistep word problems using depth of knowledge. (Mathematics)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the analysis of last year's school-wide assessment results indicated that our students had difficulty in understanding informational texts. In addition, the supervisors observed that teachers focused more on fictional text.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation
- Teachers will align the curriculum with the CCSS based on the delivery of instruction and assessments. (September 2011 – June 2012)
(Teachers)
- Professional Development will focus on developing tasks for CCSS on the delivery of instruction and assessments. (September 2011 – June 2012).
(Coach)
- Teachers will collaborate with Network and school based design team for tools, as well as support, for new ways of teaching and assessing. (September 2011 – June 2012). (teachers and CFN Achievement Specialist)
- Rubrics will be utilized to develop a menu of activities on delivery of instruction and school based assessments. (September 2011 – June 2012).

- Teachers will collect and use data to inform instruction and collaborate within teacher teams. (September 2011 – June 2012)

Our teacher leaders are involved in the decision making process in evaluating the effectiveness of the strategies/activities in various school committees such as the Principal’s Cabinet, the Teaching and Learning Team, the Primary Inquiry Team and the SLT.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact.
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have a staff of veteran teachers, paraprofessionals and supervisors. They are considered, as designated by NCLB, highly qualified. However, as a community of learners we are always looking to hone and sharpen our skills. We offer various opportunities for ongoing professional development:

- Monthly Faculty Conferences
- Monthly Grade Conferences
- Individual Growth Plans
- Teacher Inquiry Teams
- Outside workshops (Teacher College, CFN #612, DOE, BOCES)
- In-School workshops (Lunch and Learns, Saturday Academies)
- Coaching Conversations with supervisors
- Teaching and Learn Team Meetings

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have aligned our activities with the current DOE initiative for CCLS Literacy and Math Tasks.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teachers – Title I SWP and TL Fair Student

Coach- Title I SWP and TL Fair Student

In-kind-CFN- Grapevine 612- TL Children First

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To use a yearlong writing curriculum to enable students through the writing process to publish exemplary work.

100% of the teachers will engage in professional development on Essentials of Writing; Ongoing Structures in the Writing Workshop and the Facets of the Literacy Curriculum

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analyzing the current data which included answers on the constructed response section of the NYS exams and current student work, all of our teacher inquiry teams concluded that our level 4 students are regressing and are not maintaining high achievement at this level. The overall consensus is that our students are not prolific writers. They may be superb readers but lack stamina, as well as, rigor and are not producing age/grade appropriate writing responses. The data for the 2010-2011 school year showed that in literacy the number of students in level 4 decreased considerably from 17 students to 2 youngsters. The constructive response data analysis reveals a decrease in the overall test scores.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- To continue using 6+1 Traits Writing to develop teachers' understanding and ability to teach qualities of writing craft (September 2011 – June 2012). (Staff Development)
- To continue to use Teachers College writing units (September 2011 – June 2012). (Staff Development)
- Classroom libraries will support Authors as mentors (September 2011 – June 2012).
- Writing will be across the content area (September 2011 – June 2012). (Staff Development)

Our teacher leaders are involved in the decision making process in evaluating the effectiveness of the strategies/activities in various school committees such as the Principal's Cabinet, the Teaching and Learning Team, the Primary Inquiry Team and the SLT.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have a staff of veteran teachers, paraprofessionals and supervisors. They are considered, as designated by NCLB, highly qualified. However, as a community of learners we are always looking to hone and sharpen our skills. We offer various opportunities for ongoing professional development:

- Monthly Faculty Conferences
- Monthly Grade Conferences
- Individual Growth Plans
- Teacher Inquiry Teams
- Outside workshops (Teacher College, CFN #612, DOE, BOCES)
- In-School workshops (Lunch and Learns, Saturday Academies)
- Coaching Conversations with supervisors
- Teaching and Learn Team Meetings

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our writing program is coordinated with the CCLS.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff Development- TL Fair Student

Instructional Supplies- Title I SWP, TL Fair Student, and TL NYSTL

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

During the 2011-2012 school year, we will increase parental involvement by 50%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on current parent attendance data gathered for the 2010-2011 school year from various activities such as PTA meetings, PT/Conferences, parent workshops, and Environmental survey indicates the need to strengthen Parent Involvement and the home-school connection.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Launch the Johann Dekalb School website that will facilitate communications with parents (September 2011 – May 2012)
(Educational Software- TL NYSTL)
- Collaborate with the Parent Coordinator to facilitate the following:
 - Use the Parent Handbook to inform parents about the appropriate protocol for school business (September 2011 – June 2012)
 - Provide passwords for ARIS Parent to increase enrollment (September 2011 – June 2012)
 - Implement a series of family activities: Family Reading Night, Family Math Night (October 2011 – May 2012)
 - Host parent workshops: curriculum, social- emotional issues, job readiness skills, and book clubs, ARIS training, self-help, financial literacy and computer skills (September 2011 – June 2012)
 - Provide parent incentives for attending PTA meetings. (September 2011 – June 2012)
 - Outreach through home visits (September 2011 – June 2012) (Parent Coordinator)

Our teacher leaders are involved in the decision making process in evaluating the effectiveness of the strategies/activities in various school committees such as the Principal's Cabinet, the Teaching and Learning Team, the Primary Inquiry Team and the SLT.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
 - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
 - provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
 - host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have a staff of veteran teachers, paraprofessionals and supervisors. They are considered, as designated by NCLB, highly qualified. However,

as a community of learners we are always looking to hone and sharpen our skills. We offer various opportunities for ongoing professional development:

- Monthly Faculty Conferences
- Monthly Grade Conferences
- Individual Growth Plans
- Teacher Inquiry Teams
- Outside workshops (Teacher College, CFN #612, DOE, BOCES)
- In-School workshops (Lunch and Learns, Saturday Academies)
- Coaching Conversations with supervisors
- Teaching and Learn Team Meetings

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This goal is coordinated with the Title I requirement as outlined in the PIP and Parent Compact.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Educational Software- TL NYSTL

TL Translation

Parent Coordinator – TL Parent Coordinator

OTPS- TL Parent Coordinator

Universal Pre-K

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To introduce robotics to grades 2-5.

For 2011-2012, 80% of the students will be involved in the NYU Poly Robotics program.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- A recommendation from our 2008 quality review was expanding enrichment type activities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- PhD fellow will work with targeted teachers to plan and implement (September 2011 -June 2012).
- PhD fellow will work with site coordinator (August 2011 – June 2012).
- Participate in 96 hours of after school robotics (September 2011-June 2012). (teacher)
- Participate in 30 hours mandatory project meetings and reporting (October 2011 – June 2012). (teacher)
- Participate in 30 hours of weekend events such as qualifiers and robotics competitions (October 2011-June 2012) (teacher)

Our teacher leaders are involved in the decision making process in evaluating the effectiveness of the strategies/activities in various school committees such as the Principal's Cabinet, the Teaching and Learning Team, the Primary Inquiry Team and the SLT.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We have a staff of veteran teachers, paraprofessionals and supervisors. They are considered, as designated by NCLB, highly qualified. However, as a community of learners we are always looking to hone and sharpen our skills. We offer various opportunities for ongoing professional development:

Monthly Faculty Conferences

Monthly Grade Conferences

Individual Growth Plans
Teacher Inquiry Teams
Outside workshops (Teacher College, CFN #612, DOE, BOCES)
In-School workshops (Lunch and Learns, Saturday Academies)
Coaching Conversations with supervisors
Teaching and Learn Team Meetings

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are a Title I-SWP school and we have conceptually consolidated the funds. The funds are used to offer enrichment activities for all of our students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
NYU- Poly Tech – subsidized
Title I –SWP - OTPS

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A
3	8	6	N/A	N/A	2	N/A	4	4
4	7	4	N/A	N/A	2	3	N/A	N/A
5	5	8	N/A	N/A	1	1	N/A	2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Targeted reading Intervention, and Acuity tutorials are given in small group. Throughout the school year the classroom teacher provides differentiated activities and tasks based on individual students needs.
Mathematics	Even though we only have one level 1 and zero Level 2 students who require AIS services, we still provide support for our students in mathematics that address barriers to improve academic performance by using Acuity tutorials, computer assisted instruction. In addition, small group instruction is provided by a math specialist using a pull-out method during the school day twice a week.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Focus on character education dealing with behavior, emotional and social development. Services are provided individually and in groups.
At-risk Services provided by the School Psychologist	Focus on student behavior and social connection with peers and adults.
At-risk Services provided by the Social Worker	Focus on positive behavior and social emotional development.

At-risk Health-related Services	Students will be given special training on asthma related procedures and preventions.
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DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margarita Nell	District 13	Borough Brooklyn	School Number 270
School Name The JoHann DeKalb School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mitra W. Lutchman	Assistant Principal Linda Green
Coach Jaqueline Anderson	Coach NA
ESL Teacher Sheilah Quinn	Guidance Counselor Joyce Wingfield
Teacher/Subject Area Yolanda Clarke/Common Branch	Parent Ms. Chowdhury
Teacher/Subject Area Adrienne Murray/Common Branch	Parent Coordinator Tiwana Livingston
Related Service Provider Queen Williams	Other type here
Network Leader Margarita Nell	Other type here

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	207	Total Number of ELLs	12	ELLs as share of total student population (%)	5.80%
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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. 

Teacher Qualifications

P.S. 270 The JoHann DeKalb School has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch Elementary Education teachers and one permanent, dually certified ESL/Secondary English teacher who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2011-2012 academic year.

ELL Demographics and School Description:

P.S. 270 The JoHann DeKalb School, is located in the Clinton Hill community of Brooklyn, New York. Of the approximately 207 student population of P.S. 270 there are twelve English Language Learners which makes up 5.80% of our population. English is the predominant language of the building however, other native languages represented are: Spanish, Fulani and Bengali. In Kindergarten there are two ELLs, one at the Beginner level and one at the Advanced. In grade one there are five ELLs, all at the Beginner level. In grade two there is one Spanish speaking ELL, a newcomer at the pre-productive, Beginner level. Currently there are three third grade ELLs, one in a self-contained Special Ed. class at the Intermediate level and the others at the Advanced level. There is one Special Education ELL in grade four at the Advanced level in a self-contained 3/4 bridge class. The fifth grade has no ELLs. The percentage of student population at P.S. 270 eligible for free and reduced lunch is approximately 89%, indicating that most of our students range from low socio-economic to lower-middleclass backgrounds. There are ten Spanish speaking, one Bengali and one Fulani speaking ELLs.

Parent Choice/Identification Process

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The ELL identification process is completed within ten school days of initial enrollment as per CR Part 154.

The trend at P.S. 270 this year, as well as previous, regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The ESL program offered at PS 270 is closely aligned with parent choice in that 100 percent of parents choose ESL. As per our numbers, PS 270 does not offer Dual Language nor Transitional Bilingual Programs. The pedagogue who knows ELL students in our building is Sheilah M. Quinn, ESL teacher. Upon registration the HLIS survey is distributed to parents via the pupil secretary, Vanette Jones to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts an informal parent interview. Parents are requested to indicate their preferred language on a "preferred language" form available on the DOE website. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The Language Battery Assessment (LAB-R) is administered by the ESL pedagogue to identify the child as an English Language Learner or English Proficient. If the child's native language is

Spanish, the Spanish LAB R is administered in conjunction with the English. The LAB R is handscored by the ESL teacher, copied and kept on file in the room 206. An entitlement letter is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. A copy of the entitlement letter sent to parents is kept on file in room 206. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence in their preferred language, downloaded from the aforementioned DOE website.

Because it is P.S. 270's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator, Tiwana Livingston then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape to familiarize parents with the available programs citywide. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language (if available) to enrich the understanding of each available program. When the parent completes the selection form the school conforms to the parental choice selections when available. It is verbalized when conferencing with the parent that the child will be enrolled in the program selected for the entire year. It is also explained that the NYSESLAT exam is the end of year exam that will determine a child's new proficiency level and non/continued entitlement of ESL services. At the culmination of each academic year, all identified ELLs are administered the NYSESLAT in the four modalities of their grade band by the designated testing team of the ESL pedagogue and testing coordinator during the window dictated by New York City Schools Assessment Memorandum. This is also stated in writing on the DOE Placement letter that is sent home to parents. The parent choice survey and selection form is filed with the ESL teacher in room 206. If the parent does not return a parent selection form or attend the one on one conference, a placement letter is sent home via school mail to inform parents that students have been placed in the freestanding ESL program offered at 270 and it is indicated in ATS that the default is the choice of the "Bilingual" program. Copies of these letters reside in room 206. The parent coordinator often makes attempts to meet in parents' homes when they cannot be reached by phone. Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by P.S. 270 fluent in Spanish, typically at Open School Night October 2011. If translation cannot be accomplished through an employee of P.S. 270, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. P.S. 270 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs. Languages spoken in the building by staff which can be called on for interpretation/translations are as follows: Ms. Valentine, para-Spanish, Ms. Pine, school psychologist-French, Ms. Wu, teacher-Mandarin and Cantonese, Ms. Vanette Jones, secretary-Spanish, Ms. Betances, teacher-Spanish.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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
Dual Language										0
ESL	10	0	2	2	0	2	0	0	0	12
Total	10	0	2	2	0	2	0	0	0	12

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	1	3	1	0								10
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	2	5	1	3	1	0	12							

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Current English Language Learners Instructional Program

P.S. 270 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state

A. Programming and Scheduling Information

grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher. ELLs are grouped heterogeneously by grade but homogeneously based upon proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population. Scheduling accommodates students' required instructions in the arts and physical education (art, drama, chorus, technology and physical education). New programs being implemented by the ELL teacher in conjunction with the Parent Coordinator and participated in by ELLs/ELL parents are: Cookshop and Cookshop for Parents to help increase parental involvement. There are no programs ELLs currently participate in, being discontinued.

Freestanding English as a Second Language Program

The instructional program at P.S. 270 is a freestanding ESL program with instruction given solely in English. The program is comprised of twelve students at the Pre-emergent to Advanced levels. All ELLs receive Pull-Out ESL services and some Push-in Services provided by the ELL teacher through literacy through the Arts. Two kindergarteners, five first graders, one second grader (one being from a self-contained Special Ed class), three third graders (one from a self-contained Special Ed class), and one fourth grader make up our small ESL population. A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. They all attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out instruction. Our Advanced students receive 180 minutes of ESL as well as 180 minutes of ELA instruction on a weekly basis. The instructional program is closely aligned with the Teachers' College Model and balanced literacy coupled with, an emphasis on writing using The Six Plus One Traits Writing Model. Test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats is also emphasized in the common branch classroom and ESL. Professional Development is given at PS 270 on The Common Core Standards so teachers can collaborate, discuss and improve instruction of ELLs and general education students cross-curricularly as well as by vertical teaming. It is an expectation that teachers work and plan together to explore the Common Core Standards, and closely align them to the curriculum in Language Arts and Math to ensure that the Standards highlight important outcomes of student learning. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, various methods of vocabulary and language acquisition based on a language-rich instructional environment that promotes sensory learning and use of "non-fiction" materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage. Native language support is provided through a buddy system, interpreters through the various bilingual staff members, one-one bilingual paras, PTA members in the building on a routine basis, multi-lingual libraries and listening centers in the classrooms, research in the native language can be done via internet in the classrooms, through SmartBoard instruction and Renzulli via, a state of the art technology lab.

As stated, the population of ELLs is a mixture of Early Emergent, Beginner, Intermediate and Advanced students. There are ten newcomers who have received ESL for 0-3 years. Of the two kindergarteners, there is one Beginner and one Advanced who require a significant amount of support in pre-reading skills, listening and speaking. They are limited in their writing abilities. In grade one there are five students functioning at the Beginner level, all newcomers. The only second grade ELLs, one is a Special Education student who is non-verbal and functioning at the Beginner level. Three other ELLs are in self-contained Special Education Bridge classes and are functioning at the Beginner, Intermediate and Advanced levels of ESL. The new Beginner student has a one-to-one Bilingual Spanish-speaking para. Three third grade students receive ESL through the pull-out model. One Intermediate student who dropped from the Advanced level in 2010, due to insufficient Reading/Writing scores works with homogeneously age-group, however heterogeneous leveled group of ELLs. The two other grade three ELLs in this group grew one level from Intermediate to Advanced in all modalities. This particular student struggles with all modalities of Listening/Speaking/Reading/Writing and receives speech services as well. There is currently one ELL in the fourth grade in a bridged class. He is Advanced in ESL, Proficient in Listening and Speaking but still Advanced in Reading and Writing. This year's 2011, ITA showed growth of a "high" 3 on the ELA and a low 4 on the Math Predictive. There are no fifth grade ELLs placed in the program at this time. The Advanced students receive 180 minutes of ESL instruction per week in a Pull-out setting with students working at their levels and supported through differentiated instruction and 180 minutes of ELA instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners.

Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments (DRA, Running Record, ECLAS, ITA, LAB R, NYSESLAT, NYS ELA/Math/Science/SS exams). Scaffolding:

A. Programming and Scheduling Information

modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. Standardized test data through The DRA, ECLAS, Running Records, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive (ITA) exams, Teacher Made Assessments, formative assessments and student work via portfolios are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual S.M.A.R.T. goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, (in the various means of: content, content delivery, product, or assessment), small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Math Coach/Technology and The Saturday Academy for testing grades 3-5. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills.

In addition, the ELLs receive literacy development and acquisition through the arts and physical education programs, for example the Readers' Theater cluster teacher provides language development and fluency through dramatic plays, and art incorporates "The Book of The Month" in planning fine arts instruction. The S.P.A.R.K. program in physical education has an emphasis on literacy skills as well as health and wellness. Native language is supported and used as a cultural resource by providing students opportunities to use native language in discussions, dramatic play, through involving ELL parents in "Cookshop" and other workshops, through multi-lingual libraries, and the use of the internet in native languages. At least 75% of teachers have been trained in "Cookshop" along with select parents and the parent coordinator and ESL teacher to promote cross curricular education. The ESL teacher is in P.S. 270 three days a week.

Plan for Newcomers

For the newcomer, or a student who enters school mid-year, it is our plan to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. Also in place are peer mediation on social skills and various software programs including but not limited to Language First and Rosetta Stone. We incorporate test-taking skills into

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
An informal student orientation/welcome back assembly	100%		
Buddy system identifying a similar student in his/her class that will assist during the day.	75%		
Encourage the student to participate in the Saturday Program and After School activities.	50%		
An informal assessment is conducted to identify possible Academic Intervention needs.	25%		
Home/School communication			
Cookshop For Parents	100%		
	75%		
Plan for SIFE	50%		
	25%		
P.S. 270 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. ESL students at P.S. 270 are involved in at least one of these programs, if not all of the above. If the SIFE population were to increase and there was an urgency to provide academic intervention services as an extension of the regular school program it would include:			
A S.A.D.I.S. worker for peer mediation and counseling			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

A. Programming and Scheduling Information

- Creation of an AIS plan with emphasis on the literacy and math components.
- Grade appropriate instructional support materials

B. Programming and Scheduling Information--Continued

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

- Academic Intervention Services within the school day
- Saturday Academy
- *Cookshop for Parents

C. Schools with Dual Language Programs

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

Instructional Materials:

The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of the Teachers College Curriculum which utilizes high interest / low level texts. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments include:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics
- * Six Plus One Traits Writing Program (Kits)

The instructional materials available for general education students are available to all ELLs. The ESL teacher utilizes her Teacher's Choice funds and much of her out of pocket spending to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware: Ipad that make the educational program comprehensible to ELLs. The technology, drama, art, chorus, music and physical education electives are imbedded in the ELL student schedules. Additional support provided to the ELLs at PS 270 consists of paras in the special education room grade2/3, one on one paras and the SAPIS worker.

Supplementary Programs

In order to support learning and foster community involvement, P.S. 270 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters to attend all: assemblies, arts programs, scholarship programs, contests, as well as activities after school, holidays, and on weekends. Translators are available upon

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.

Professional Development

Professional development is provided by school staff, ESL teacher for classroom teachers, ISC, grade-level and departmental meetings, PD in the building, coaches meetings, CFN training offered to all staff members willing to attend, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Renzulli
 - o Scaffolding in the content areas
 - o Differentiation in the ESL classroom
 - o ESL in the Mathematics classroom
 - o Jose P. Training
- * Cookshop/Cookshop for Parents

Our ELL teacher attends a variety of off-site workshops to promote collaboration and “turn-key” ideas between content area and language teachers

- o Passport Voyager for Academic Intervention teachers
- o Arts in Education
- o Scoring and training experience for NY State Assessments grades 3-8
- o AVID trained and Certified (AVID Eastern Conference, Newport News, VA.)
- o Technology: PowerPoint, Inspiration, Creating Web Pages
- o NYSESLAT training
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- o Lee Canter: Assertive Discipline
- o Cooperative Learning
- o Gap Analysis
- o S.P.A.R.K. physical education in the classroom
- Cookshop/Cookshop for Parents offered through Food Bank of NYC
- * SESIS Training

Courses Taught in Languages Other than English

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?

Parent Involvement

Currently, there is no bilingual program at P.S. 270 due to the enrollment and population. Ongoing correspondence between P.S. 270 and ELL parents on assessment and accountability occurs through: memorandums, agendas, PTA minutes, C.A.P.E. Team meetings and

E. Parental Involvement			
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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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.

Assessment Analysis (As of November 2011)

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient have been those moving from I to A. All ELLs at the Beginner level are newcomers. ELLs in the lower grades however dropped from the 2010 NYSESLAT a whole level to Beginner due to achieving a B in the READING and WRITING modalities

Additional Information

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

Paste additional information here

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E. Parental Involvement

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Parent Involvement

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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)	1	5	1											7
Intermediate(I)				1										1
Advanced (A)	1			2	1									4
Total	2	5	1	3	1	0	0	0	0	0	0	0	0	12

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A					1								
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Assessment Analysis (As of November 2011)

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient have been those moving from I to A. All ELLs at the Beginner level are newcomers. ELLs in the lower grades however dropped from the 2010 NYSESLAT a whole level to Beginner due to achieving a B in the READING and WRITING modalities

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The JoHann DeKalb School</u>		School DBN: <u>13K270</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mitra W. Lutchman	Principal		11/30/11
Linda Green	Assistant Principal		11/30/11
Tiwana Livingston	Parent Coordinator		11/30/11
Sheilah Quinn	ESL Teacher		11/30/11
Ms. Chowdhury	Parent		11/30/11
Yolanda Clarke	Teacher/Subject Area		11/30/11
Adrienne Murray	Teacher/Subject Area		11/30/11
Jaqueline Anderson	Coach		11/30/11
	Coach		11/30/11
Joyce Wingfield	Guidance Counselor		11/30/11
Margarita Nell	Network Leader		11/30/11
	Other		
	Other		
	Other		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K270** School Name: **The JoHann DeKalb School**

Cluster: **6** Network: **612**

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.

- a. All newsletters and fliers are sent home in a bilingual format (English/Spanish).
- b. The Pupil Secretary and several bilingual school personnel act as translators. Parents are entitled to language translators when necessary as per Chancellor's Regulations.
- c. Communication is posted in main office as per translation and interpretation guidelines

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.

- Communication between the school and community is satisfactory.

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.

- a. Translation services are available through staff personnel at PS 270 on a volunteer basis as well as funds allocated to in-house interpreters who provide interpretation after school hours, i.e. letters, fliers, invitations, assembly programs, field trips, etc.
- b. All literature sent to parents is done so on a regular basis, in a bilingual Spanish/English format by in-house school personnel, parent volunteers or the parent coordinator.
- c. Department of Education Translation services are available by request and appointment when necessary.

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 is available by in-house staff on an “as needed” basis.
- Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.

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>.

- Requests for interpretation and translation will be made by the parent coordinator and ESL teacher in the building via email and telephone.