



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : PS 272 – CURTIS ESTABROOK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K272

PRINCIPAL: DAKOTA KEYES **EMAIL:** DKEYES@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

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
Dakota Keyes	*Principal or Designee	
Amy Berstein / * **Shannon Awanda	*UFT Chapter Leader or Designee	
Angelina Kosoon	*PA/PTA President or Designated Co-President	
	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	
Pia Nelson	Member/ Teacher-	
Jehosheba Grant-Ransome	Member/ Teacher	
**	Member/ Teacher	
	Member/ Parent	

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.

By June 2012, the Students with Disabilities sub-groups in grades 3, 4 and 5, will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at or above performance levels on the NYS ELA assessment

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 facilitating an analysis of student performance data over the past two years on state assessments, it was determined that the Students With Disabilities sub- group has under performed other sub- groups . The progress for our Students With Disabilities sub-group has been deemed a priority goal for the 2011-2012 school year.

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

In order to meet the above goal we will implement the following:

Activity #1

- **Professional Development**: Professional Development will be given on the following topics: Interim assessments to monitor and revise curriculum as deemed necessary; Further differentiation of curriculum in self-contained and Collaborative Team Teaching classes: use of rubrics with the language of the common core standards to provide specific feedback to teachers and students regarding their work; use of student data to plan and set teacher and student goals; further development of inquiry teams of teachers and data to inform differentiated lesson planning, Collaborative Team Teaching models; Instructional Expectations and Danielson Framework
- **Target Population(s)**: Teachers servicing and teaching Students With Disabilities and students in the Students With Disabilities subgroup.
- **Responsible Staff Members**: Assistant Principal for Students With Disabilities, Literacy Staff Developers (internal and CFN 211 based), Special Education Achievement Coach, Data Specialist and Core Inquiry Team members

- **Implementation Timeline:** September 2011 through June 2012

Activity #2

- **Creation of a Data Inquiry Spaces:** Grade specific/ content specific data spaces will be created in each administrators office to enable coaches and instructional teacher inquiry teams to have access to the most current data accompanied with timely feedback. These areas will be used to facilitate professional development and to accommodate teacher inquiry team discussions and planning. Core Inquiry Team members and Network Staff Developer will facilitate training in the use of disaggregated student data for the Student With Disabilities sub-group and at risk students. Professional activities facilitated in these spaces will include monitoring student progress, setting initial goals for groups and individual students in ELA, instructional implications based on indicators within the distractor screens generated as a result of the administration of interim assessments. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.
- **Target Population(s):** Teachers teams working with Students With Disabilities
- **Responsible Staff Members:** Principal, All Assistant Principals, Literacy Coach, Staff Developers (internal and Network based), Data Specialist, Core Inquiry Team members
- **Implementation Timeline:** September 2011 through June 2012.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and inter-disciplinary teams to review student data gathered from standardized and interim periodic assessments.
- The grade level and Core Inquiry Teams determined that a 3% increase in the Tier percentage points of student scores on ELA interim assessments would be the interim benchmark used of by teachers to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates: November 2011, January 2012 and March 2012

Progress Report Distribution: October 2011, December 2012, February 2012 and April 2012

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.
 - **Parent Coordinator will host workshops in collaboration with ELA coach and staff developer**
 - **Parent Coordinator will host workshops sponsored by the 21st Century Afterschool grant for all parents, targeting parents of Students With Disabilities**
 - **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.**
 - **Parents will be trained on how to use ARIS Parent Link.**

- **The school will develop a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).**
- **ELA coach and staff developer will design training modules and host monthly ELA workshops and information sessions for parents. The workshop materials used will be translated and translated into the dominant languages spoken by parents in the school**

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.
 - **Administrative staff will attend hiring fairs to identify and recruit highly-qualified ELA/ Special Education certified teachers.**
 - **The payroll secretary will work closely with the network Human Resources Director to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines.**
 - **Mentors will be assigned to support new, struggling and under-qualified teachers**

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.
 - **All Students With Disabilities will participate in literacy-based academic intervention service programs that have been integrated into the overall instructional program.**
 - **The attendance teacher will work collaboratively with school based guidance counselors and school psychologist as part of the school's efforts to improve attendance for and academic progress of Students with Disabilities.**

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Supervisor/ Teacher per session for Academic Intervention component of the afterschool program**
- **Supervisor/ Teacher per session for the Saturday Academy program**
- **Supervisor/ Teacher per session for differentiated professional development**
- **Workshops for Parents**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**

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.
-

By June 2012, the Students with Disabilities sub-groups in grades 3, 4 and 5, will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at or above performance levels on the NYS Math assessment

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 facilitating an analysis of student mathematics performance data over the past two years on state assessments, it was determined that the Students With Disabilities sub- group has under performed other sub- groups . The progress for our Students With Disabilities sub-group has been deemed a priority goal for the 2011-2012 school year.**

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

In order to meet the above goal we will implement the following:

Activity #1

- **Professional Development: Professional Development will be given on the following topics: Interim assessments to monitor and revise curriculum as deemed necessary; Further differentiation of curriculum in self-contained and Collaborative Team Teaching classes: use of rubrics with the language of the common core standards to provide specific feedback to teachers and students regarding their work; use of student data to plan and set teacher and student goals; further development of inquiry teams of teachers and data to inform differentiated lesson planning, Collaborative Team Teaching models; Instructional Expectations and Danielson Framework**
- **Target Population(s): Teachers servicing and teaching Students With Disabilities and students in the Students With Disabilities subgroup.**

- **Responsible Staff Members:** Assistant Principal for Students With Disabilities, Math Staff Developers (internal and CFN 211 based), Special Education Achievement Coach, Data Specialist and Core Inquiry Team members
- **Implementation Timeline:** September 2011 through June 2012

Activity#2

Creation of a Data Inquiry Spaces: Grade specific/ content specific data spaces will be created in each administrators office to enable coaches and instructional teacher inquiry teams to have access to the most current data accompanied with timely feedback. These areas will be used to facilitate professional development and to accommodate teacher inquiry team discussions and planning. Core Inquiry Team members and Network Staff Developer will facilitate training in the use of disaggregated student data for the Student With Disabilities sub-group and at risk students. Professional activities facilitated in these spaces will include monitoring student progress, setting initial goals for groups and individual students in ELA, instructional implications based on indicators within the distractor screens generated as a result of the administration of interim assessments. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.

Target Population(s): Teacher teams working with Students With Disabilities

Responsible Staff Members: Principal, All Assistant Principals, Literacy Coach, Staff Developers (internal and Network based), Data Specialist, Core Inquiry Team members

Implementation Timeline: September 2011 through June 2012.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and inter-disciplinary teams to review student data gathered from standardized and interim periodic assessments.
- The grade level and Core Inquiry Teams determined that a 3% increase in the Tier percentage points of student scores on Math interim assessments would be the interim benchmark used of by teachers to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates: November 2011, January 2012 and March 2012

Progress Report Distribution: October 2011, December 2012, February 2012 and April 2012

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.

- **Parent Coordinator will host workshops in collaboration with Math teacher/ and staff developer**
- **Parent Coordinator will host workshops sponsored by the 21st Century Afterschool grant for all parents, targeting parents of Students With Disabilities**
- **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.**
- ***Parents will be trained on how to use ARIS Parent Link.***
- **The school will develop a parent resource math library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).**
- **Math teacher and staff developer will design training modules and host monthly Math workshops and information sessions for parents. The workshop materials used will be translated and translated into the dominant languages spoken by parents in the school**

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.
 - **Administrative staff will attend hiring fairs to identify and recruit highly-qualified Math / Special Education certified teachers.**
 - **The payroll secretary will work closely with the network Human Resources Director to ensure that non-Highly Qualified Teachers meet all required documentation and assessment deadlines.**
 - **Mentors will be assigned to support new, struggling and under-qualified teachers**

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.
 - **All Students With Disabilities will participate in Mathematics academic intervention service programs that have been integrated into the overall instructional program.**
 - **The attendance teacher will work collaboratively with school based guidance counselors and school psychologist as part of the school's efforts to improve attendance for and academic progress of Students with Disabilities.**

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-

June 2012 as indicated below:

- **Supervisor/ Teacher per session for Academic Intervention component of the afterschool program**
- **Supervisor/ Teacher per session for the Saturday Academy program**
- **Supervisor/ Teacher per session for differentiated professional development**
- **Workshops for Parents**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**

ANNUAL GOAL #3 AND ACTION PLAN

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

To meet the citywide expectation to engage in short frequent cycles of classroom observations and provide feedback using a rubric that articulates clear expectations for the purpose of improving teacher practice, develop teachers' expertise and expand their pedagogical skills to provide purposeful explicit instruction, as well as, encourage their individual professional development .

By June 2012:

- **100% of all teachers will be introduced to the Danielson Framework for Teaching and provide ongoing consistent professional development opportunities to enhance their professional practices**
- **100% of all teachers will be introduced to the Dept of Education's instructional expectations provided with ongoing consistent professional development opportunities to enhance their professional practices to satisfy this expectation**
- **100% of classroom teachers will engage in the inquiry process and utilize their finding to inform their instructional practices**

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.

Continuing the work towards graduating students who are college and career ready the New York cC Dept. of Education set specific instructional expectations. As we engage students and teachers in strengthening the instructional core, as well as, strengthening teacher practice by examining and refining the feedback teachers receive. These expectations build upon the inquiry work facilitated over the last several years.

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.

In order to meet the above goal we will implement the following:

Activity #1 (Professional Development Opportunities)

- **Charlotte Danielson’s framework for improving teacher practices will be introduced and utilized to provide short frequent cycles of feedback**
- **Faculty conferences will be dedicated to discussing and sharing research on improving teachers’ instructional practices and approaches to learning**
- **Opportunities to participate in professional development sessions with a focus on aligning the curriculum and instructional practices with the Common Core Standards will be provided.**

Activity #2 (Instructional Planning)

- **Periodic planning retreats will be scheduled to facilitate in-depth analysis of most recent data and the instructional implications**
- **Collaborative planning grade meetings will be conducted weekly**
- **Inquiry Team meetings will focus on using data to improve teaching practices which would in turn result in improved student outcomes**
- **Collaborate with CFN 211 Instructional Support staff to plan and develop structures to meet the city-wide expectation to improve teacher practice**

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.**
- **Inter-visitations within the school building to validate practices evidenced and to encourage the adopting of best instructional practices by those teachers who have not yet reached some degree of effective teaching mastery**
- **Engage in ongoing and consistent reflection with coaches, teachers, instructional support personnel and administrators about “why” we do what we do (our practice) and is this practice encouraging improved student achievement**
- **Study groups using research based literature on best instructional practices and teacher effectiveness will be facilitated by principal and instructional support team members to assist teachers in refining their pedagogical practices**

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.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Supervisor/ Teacher per session for after school professional development sessions**
- **Sub-Teacher per diem for coverages during the school day for teachers to attend professional development**
- **Supervisor/ Teacher per session for differentiated professional development**
- **Professional literature for study groups**
- **Instructional materials to support curriculum development**

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	33	33	N/A	N/A	As needed	As needed	As needed	
1	37	37	N/A	N/A	As needed	As needed	As needed	
2	37	37	N/A	N/A	As needed	As needed	As needed	
3	80	80	N/A	N/A	As needed	As needed	As needed	
4	75	75			As needed	As needed	As needed	
5	60	60			As needed	As needed	As needed	
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 <ul style="list-style-type: none"> • Wilson • Reading Streets • Coach/ Triumph • Rally / Rehearsal • Making Connections • Hardcourt writers Companion • Options • Rausman Curriculum • NYS Assessments 	Before Instructional Day - Small Group During The School Day - One-to-One / Small Group After school – Small Group / Tutoring Saturday Academy – Small Group
Mathematics <ul style="list-style-type: none"> • Rally / Rehearsal • Everyday Math • Coach/ triumph • March to March • NYS Assessments 	Before Instructional Day- Small Group During The School Day - One-to-One / Small Group After school- Small Group / Tutoring Saturday Academy – Small Group
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	During The School Day – One-to-One & Small Group
At-risk Services provided by the School Psychologist	During The School Day– One-to-One

At-risk Services provided by the Social Worker	During The School Day– One-to-One
At-risk Health-related Services	During The School Day

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 with 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 promptly 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 18K **School Name:** _____ PS 272 – Curtis Estabrook School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school has been identified for the following areas of school improvement : **3 – 8 ELA: All SWD; Black; Economically Disadvantaged**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- SINI funds will be to implement a Saturday Academy Program to support improved achievement in ELA for Grades 3 -8 ; All SWD; Black; Economically Disadvantaged
 - SINI funds will be used to provide per session pay for one (1) supervisor, nine (9) teachers and two (2) educational associates to facilitate learning in our Saturday Academy in small group settings.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

- 10% of Title 1 funds will be used to fund an Assistant Principal. The Assistant Principal will provide professional development on a researched based framework to support teacher practice and increase student achievement to address the academic areas identified.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new teachers will be enrolled in the DOE Mentoring Tracking System. Quality mentoring will provide a research based framework of best teacher practices and high quality professional development. School administrators will monitor and track new teacher's ongoing professional development progress through the Mentoring Tracking System.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

By January 31, 2012, parents will be notified by letter of the school's identification for school improvement. School letter will be translated and distributed into a language parents can understand.

**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 C. Amundson/J. McKeon	District 18	Borough Brooklyn	School Number 272
School Name The Curtis Estabrook School			

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

Principal Ms. Dakota Keyes	Assistant Principal Mrs. Karla Gittens
Coach Ms. Jehoshaba Ransome	Coach Ms. Denise Falzarano
ESL Teacher Mrs. Judy Mund	Guidance Counselor Ms. Veronica Grieco
Teacher/Subject Area Mr. Matthew Gleason- 2nd grade	Parent Ms. Angela Kissoon- PTA
Teacher/Subject Area Ms. Roline Whyte- 4th grade	Parent Coordinator Ms. Hazel Pinckney
Related Service Provider Ms. Amy Bernstein- Speech	Other Ms. Janet Paget- Testing
Network Leader	Other Mr. J Masterson- Psychologist

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	645	Total Number of ELLs	29	ELLs as share of total student population (%)	4.50%
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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. 

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

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

The RMNR report on ATS consistently flags the names of children who are eligible to take the NYSESLAT exam. Additionally, weekly articulation with the pupil personel secretary is conducted for any ELL transfer students who may have recently entered the school.

2. Based upon the completion of the HLIS form and the results of the formal and informal interviews, the newly enrolled child is designated as "eligible" for LAB R Testing or "not eligible" for testing. The person determining eligibility for testing is Ms. Judy Mund, a licensed ESL teacher, 25 years as a licensed NYC teacher, including 19 years as a licensed ESL Teacher and Staff Developer. Ms. Mund's credentials include a B.S. in Spanish Language and Literature from Boston University and an M.S. in TESOL from Hofstra University.

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

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

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

At this point, the parent of the newly enrolled ELL student is entitled to receive information as to the variety of ELL programs that are available to the child and then select a program that would best serve his or her child. This information session is offered in several ways: First, and most comprehensive is the Parent Orientation, conducted by the ESL teacher, Mrs. Mund and the Parent Coordinator, Mrs. Pinckney. During the orientation, the parents view an explanatory videotape which details the various ESL/Bilingual Educational Models...namely Transitional Bilingual Education, Dual-Language Programs and the Freestanding ESL model. The videotapes are available in multiple languages which facilitate the explanation of all three program models. Parental selection forms are printed in languages appropriate to the P.S. 272 community - English, Haitian Creole, Spanish, Urdu, Arabic and Chinese. Additionally, bilingual pedagogues, are made available to assist with questions and answers. Parent selections must be entered in ATS on ELPC and the child must be placed appropriately into an ESL and/or Bilingual/Dual Language program within ten(10) days of admission.

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

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Telephone conversation:

If the original form of written outreach is unsuccessful, a telephone call to the parent/guardian is made. The ESL teacher is fluent in Spanish and is able to offer verbal explanations of the ESL/Bilingual models. Ms. Cheung, a licensed 1st grade teacher, is fluent in Cantonese and Mandarin and is available to assist with telephone calls as well. Ms. Dory, a licensed 5th grade teacher is fluent in Haitian Creole and is available to assist with translation services.

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

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

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

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

After reviewing parent surveys and program selection forms, over the past several years, parent choices have remained consistent. Selection forms reflect a 100% choice for PS 272's free standing ESL program as opposed to Transitional Bilingual education or Dual Language programs. While bilingual programs have been of interest to several parents, proximity to home and employment/travel constraints for parents are primary-decision making issues.

The trends support our free-standing ESL program. We do not meet the criteria to maintain a bilingual program. The data to support these trends are the actual parent-selection forms.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In			1	1	1	1								4
Total	0	0	1	1	1	1	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	9	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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	0	0	9	0	1	0	0	0	29
Total	20	0	0	9	0	1	0	0	0	29

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	0	1	1								5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	0	1	0	2	1	1								5
Haitian	1	3	4	2	4	3								17
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	0	0	1	0								1
TOTAL	2	5	5	4	7	5	0	0	0	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a,b

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

2, 2a

The staff at P.S. 272 is committed to providing the mandated instructional minutes to all ELL students. Beginner and Intermediate ELL students receive 360 minutes of ESL instruction per week. These minutes are provided via eight (8) 45 minute instructional sessions, divided into the push-in and pull-out models. Advanced ELL students receive 180 instructional minutes per week, delivered via a combination of four (4) pull-out and/or push-in sessions. The P.S. 272 administration has organized placement of ELL students together in grade appropriate classes. This facilitates ESL push-in instruction with a minimum of disruption to the child's academic day and maintains continuity during content area and/or English language arts instruction. The exception to his plan is for newly arrived students who initially do not understand or speak any English. While they do participate in the push-in and pull-out models, they receive small-group pull-out instruction with the ESL teacher regardless of grade level. This affords them the opportunity to build foundations and well as participate in activities with students of higher proficiency levels.

3.

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

The integration of literature and activities that highlight the diverse cultures of the community engage both students and parents in a meaningful exchange of language and ideas. It is vital to integrate language acquisition and content area instruction in order to promote

A. Programming and Scheduling Information

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

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

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

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

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

4. When an ELL student registers in the NYC Public Schools, he/she is provided with an informal/formal interview given by a licensed pedagogue that speaks the language. If there is no pedagogue available, the school gets in contact with Translation and Interpretation Services Department and assistance is requested for translation services in the child's native language.

If the child is deemed to be eligible for LAB testing, he/she is given the LAB-R in English. If the child tests out, he/she is not eligible for services. If the child tests in as eligible for services and the native language is Spanish, he/she is given the Spanish LAB-R which evaluates fluency in the child's native language.

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

5a. P.S. 272 currently does not have any Students with Interrupted Formal Education (SIFE).

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

A. Programming and Scheduling Information

5b. Newcomers are an integral part of the ELL population at P.S. 272. It is important to offer students an environment in which they feel comfortable and safe in order to garner maximum language acquisition and academic achievement. Newcomers also have access to all AIS instruction, the Title III After-School Academy, the Saturday Tutorial Program, and a new after-school initiative called STARR, which will be discussed in further detail. A large part of the success of newcomers also depends on parental involvement. Newly arrived parents often have reservations about participating in school activities due to insecurities regarding their own English language skills or unfamiliarity with the school system in general. We know that a child who receives additional academic support and interest at home usually has an increased chance of academic success. To that end, P.S. 272 endeavors to engage the parent in school activities. The Parent Coordinator holds monthly parent workshops in which Newcomers are encouraged to participate. We try to arrange for a parent volunteer who can provide translation services whenever possible. The Parent Coordinator also serves as a liaison to community groups which can provide assistance in such areas as housing, counseling and employment. Students who arrive prior to the beginning of the school year receive a tour of the school and explanation of services provided by an administrator on-site. P.S. 272 believes in serving the community, the children who attend our school and the entire family unit as well.

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

5c. If a child is receiving ESL services for four to six years, the academic issues usually stem from difficulties in reading and writing. The instructional plan for this particular group of students include English literacy development through content area instruction, literacy workshops in both reading and writing, and practice in reading and interpreting directions in order to improve test taking skills.

5d. P.S. 272 does not currently have any Long-Term ELLs. However, these ELL students are entitled to attend the P.S. 272 Saturday tutorial program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Long term ELLs also participate in Monday through Thursday AIS services as well as the after-school ELL Academy.

5e. The instructional plan for ELLs identified as having special needs is driven by the individual student's IEP. Goals are created based upon a child's English language ability, learning style, and health and emotional considerations. The instructional focus for literacy would be a high volume of pictures to expand vocabulary, the use of sight- words, hands-on activities, and multi-modality and multi-sensory activities.

6. A number of different instructional strategies and grade level materials are used with the ELL-SWD student. Instructions are given in smaller increments so that the student is able to keep up with the class. Wilson Reading is used for reading intervention and when working with the Reading Street Program, the student uses the ELL books that come with the kit for guided reading activities. When working in

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)		
100%	7. The ELL-SWD student is mainstreamed during Academic Intervention Services as well as certain preparation periods (i.e. gym, performing arts) and lunch periods.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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.

Courses Taught in Languages Other than English

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?

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

Targeted interventions for Social Studies and Science are provided weekly by our science cluster teacher and social studies cluster teacher. Additionally, social studies and science are included in our Saturday academy program.

Data shows that in the 2010-2011 academic school year, (4) ELL fourth graders took the NYS Science exam (3) ELL students scored at level 3, (1) ELL student scored at level 2. There was no NYS Social Studies test administered for 2010-2011 school year.

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

10. The 2011-2012 school year features an after-school program called STARR (Standing Together Achieving Real Results). This is a program that includes homework help and academic instruction in reading and math. The program also features participation in clubs including fitness, dance, mural making, photography, and leadership. The program takes place Mondays through Fridays from 3:00 p.m. to 6:00 p.m. Academic instruction is provided by licensed P.S. 272 teachers. Club instruction is provided by STARR personnel. On Fridays, the children are afforded the opportunity to take field trips as part of this program.

11. n/a

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

13. As previously mentioned, ELLs receive technology instruction during computer preps with a licensed teacher. Additionally, P.S. 272 has a block of computers available in the school library which the children may use for doing research projects and information searches. Many of the classrooms at P.S. 272 have smart boards in place. Smart boards have proven to be a valuable tool during instruction and children have become adept in using smart board technology. ELLs have varied instructional materials at P.S. 272. All instructional materials for ELL students are aligned to ESL and ELA learning standards. ELL students use the Harcourt Series, Moving into English, the

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

1. During the 2011-2012 academic school year, Mrs. Mund, the ESL teacher, will attend professional development workshops conducted by network supervisory ESL personnel. Additionally, special education teachers, psychologists, O.T.'s, P.T.'s and speech therapists are included in ongoing professional development provided by the ESL teacher, out two literacy coaches and our math coach. We also take advantage of any Network staff development that our specialists can attend. On Friday October 15, one of our speech therapists and one first grade teacher with ELL's in her classroom were able to attend an outside workshop regarding the education of ELL's.

Calendar of Professional Development dates are as follows:

September 2011- Celebrating Cultural Commonalities

November 2011- Better Communication with ELL Children for Teachers and Parents

January 2012- Cooperative Learning Strategies for ELL Students

March 2012- Test Taking Strategies

May 2012 NYSESLAT- "From Standards to Assessment."

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

PS 272 staff, including classroom and cluster teachers, support staff, specialists, and paraprofessionals are supported by school leadership and guidance counselors by ongoing articulation regarding the needs, progress, or lack thereof of each ELL student at PS 272. Guidance counselors already understand the difficulties of children transitioning to middle school. Their professional development is provided by the ESL teacher in the form of ongoing meetings which highlight the additional linguistic and cultural factors that impact on ELLs as they transition.

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

Records are maintained by the ESL teacher through a) teacher name, b) nature of workshop: either faculty conference, grade conference, network conference, individual articulation or afterschool workshop, and c) time spent at workshop

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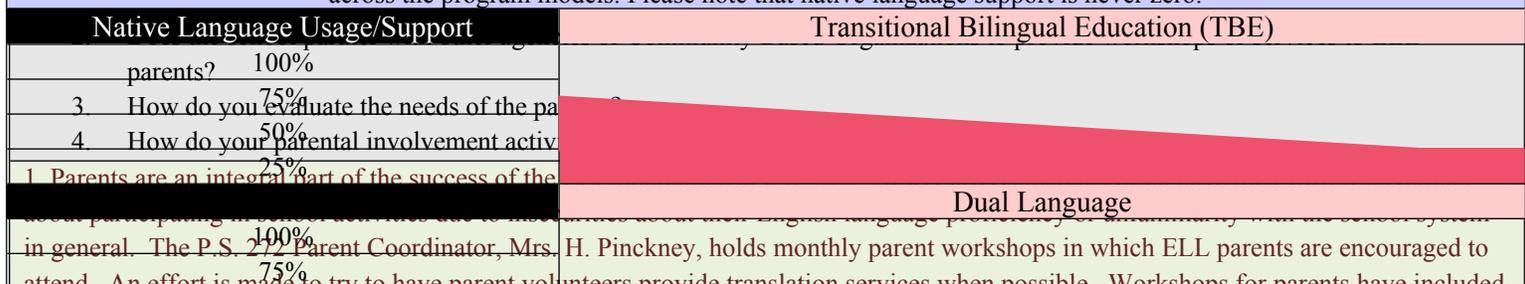
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Native Language Usage and Supports

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.



E. Parental Involvement

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

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

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

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

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

B. Programming and Scheduling Information--Continued

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10. The 2011-2012 school year features an after-school program called STARR (Standing Together Achieving Real Results). This is a program that includes homework help and academic instruction in reading and math. The program also features participation in clubs including fitness, dance, mural making, photography, and leadership. The program takes place Mondays through Fridays from 3:00 p.m. to 6:00 p.m. Academic instruction is provided by licensed P.S. 272 teachers. Club instruction is provided by STARR personnel. On Fridays, the children are afforded the opportunity to take field trips as part of this program.

11. n/a

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

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

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?

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

Targeted interventions for Social Studies and Science are provided weekly by our science cluster teacher and social studies cluster teacher. Additionally, social studies and science are included in our Saturday academy program.

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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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. During the 2011-2012 academic school year, Mrs. Mund, the ESL teacher, will attend professional development workshops conducted by network supervisory ESL personnel. Additionally, special education teachers, psychologists, O.T.'s, P.T.'s and speech therapists are included in ongoing professional development provided by the ESL teacher, out two literacy coaches and our math coach. We also take advantage of any Network staff development that our specialists can attend. On Friday October 15, one of our speech therapists and one first grade teacher with ELL's in her classroom were able to attend an outside workshop regarding the education of ELL's.

Calendar of Professional Development dates are as follows:

September 2011- Celebrating Cultural Commonalities

November 2011- Better Communication with ELL Children for Teachers and Parents

January 2012- Cooperative Learning Strategies for ELL Students

March 2012- Test Taking Strategies

May 2012 NYSESLAT- "From Standards to Assessment."

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

PS 272 staff, including classroom and cluster teachers, support staff, specialists, and paraprofessionals are supported by school leadership and guidance counselors by ongoing articulation regarding the needs, progress, or lack thereof of each ELL student at PS 272. Guidance counselors already understand the difficulties of children transitioning to middle school. Their professional development is provided by the ESL teacher in the form of ongoing meetings which highlight the additional linguistic and cultural factors that impact on ELLs as they transition.

3. As per Jose P., new general education and special education classroom teachers are mandated to receive 7 ½ and/or 10 hours respectively, of professional development in ESL materials and strategies. Mandated staff development will take place during common prep time, grade conferences and faculty conferences. Workshops will focus on cultural sensitivity as well as ESL standards, assessments

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Records are maintained by the ESL teacher through a) teacher name, b) nature of workshop: either faculty conference, grade conference, network conference, individual articulation or afterschool workshop, and c) time spent at workshop.

E. Parental Involvement

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

1. Parents are an integral part of the success of the ELL population at P.S. 272. Newly arrived parents often have their own reservations about participating in school activities due to insecurities about their English language proficiency or unfamiliarity with the school system in general. The P.S. 272 Parent Coordinator, Mrs. H. Pinckney, holds monthly parent workshops in which ELL parents are encouraged to attend. An effort is made to try to have parent volunteers provide translation services when possible. Workshops for parents have included

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

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

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

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)	3	4	0	4	1	1								13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	4	1	1	1								9
Advanced (A)	0	1	2	4	2	5								14
Total	3	7	6	9	4	7	0	0	0	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1	1	0	9
4	1	1	0	0	2
5	2	5	0	0	7
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	8	0	1	0	1	0	0	0	10
4	0	0	2	2	0	0	0	0	4
5	0	1	7	0	0	0	0	0	8
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	0	0	1	2	1	0	0	4
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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

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: The Curtis Estabrook School		School DBN: 272	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dakota Keyes	Principal		10/25/11
Karla Gittens	Assistant Principal		10/25/11
Hazel Pinckney	Parent Coordinator		10/25/11
Judy Mund	ESL Teacher		10/25/11
Angela Kissoon	Parent		10/25/11
Matthew Gleason 2 nd grade	Teacher/Subject Area		10/25/11
Roline Whyte 4 th grade	Teacher/Subject Area		10/25/11
Denise Falzarano	Coach		10/25/11
Jehoshaba Ransome	Coach		10/25/11
Veronica Grieco	Guidance Counselor		10/25/11
	Network Leader		1/1/11
Janet Paget	Other <u>Testing Coordinator</u>		10/25/11
John Masterson	Other <u>School Psychologist</u>		10/25/11
Pia Nelson	Other <u>Classroom Teacher</u>		10/25/11
Amy Bernstein	Other <u>Speech Pathologist</u>		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **18K272** School Name: **Curtis Estabrook**

Cluster: **2** Network: **CFN**

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.

When a child registers in the NYC School System and the HLIS is completed, we are able to gauge the language in which a parent requests to communicate with the school, both verbally and in writing. Additionally, an interview is conducted by a trained pedagogue and/or administrative staff member to ascertain the parent's primary language and whether or not the parent requires T/I services. When a language determination is made, it is noted on the HLIS Form and the student's blue emergency. The original HLIS Form is kept in the child's permanent record while the HLIS copies and the emergency cards are located in the main office. We are fortunate to have pedagogues who can provide on-site translation and interpretation services in Spanish, Haitian Creole, and Chinese (both Mandarin and Cantonese). Additionally, we analyze parental responses generated in direct relation to letters that are sent home. In situations where school letters are sent home translated into Spanish, Haitian Creole or Chinese, our responses to questions and informational letters greatly increase. Due to increased parental awareness, our parental attendance and involvement at PTA meetings, parent/teacher conferences and parent workshops has increased. This increase is an indication that parents are receiving information in a timely and appropriate manner.

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

The PS 272 ELL community has a minimum of 30 parents and/or guardians. The language groups are Haitian Creole, Spanish, Arabic, Urdu, Dutch and Chinese. In the majority of cases, there is a family member at home who is relatively fluent and literate in English. During Parent/Teacher conferences, we met parents, aunts, uncles, grandparents and older siblings who were able to translate for family as well as discuss the child's progress in English. The PS 272 community is also very resourceful. In one case a parent brought her neighbor to the conference because her husband (who is totally fluent in English) had to work. Not only does PS 272 support its ELL community, the neighborhood families support each other. Our findings were reported to the school community through faculty and grade conferences. The ESL

teacher has articulation time with the individual classroom teachers of ELLs, at which time the progress of the child is discussed as well as what kind of language support is provided for the child at home. This information is extremely important in assessing why some children may achieve better academic results at a faster pace than children who have minimal or no language and/or literacy support at home. Commencing two weeks prior to parent/teacher conferences, each day when morning announcements were made, teachers were asked to contact our AP, Mrs. Gittens, if they anticipated the need for interpretation services during parent meetings.

Part B: Strategies and Activities

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

Written translations of school letters and announcements are translated into Spanish, Haitian Creole and Chinese (both Mandarin and Cantonese). Letters will notify parents of upcoming standardized tests, classroom rules, educational standards, homework assistance opportunities as well as advising them of parent/teacher conferences and tutorials that are provided for ELL children. Written translation services will be provided in-house by school staff or parent volunteers. In a case where we do not have a person available due to the nature of the native language, we will contact the DOE T/I office for assistance.

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

Oral interpretation services will be provided in-house by school staff and parent volunteers. If there is a situation in which we are unable to meet parental needs in this manner, we will contact the Translation and Interpretation office of the Dept. of Ed. for assistance. PS 272 has in the past provided many parent workshops such as "Bright Beginnings", which taught parents how to support learning at home. The "Science Discovery" workshop included hands-on experiments in which the parents participated. ELL parents would benefit from the opportunity to participate in future workshops such as:

1. Math and Literacy instruction
2. Academic Success: What is your Child's Learning Style?"
3. Power of One: Single Parenting
4. Bully or Bystander?

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>.

PS 272 will fulfill Section VII of the Chancellors Regulations A-663 by providing parents whose first language is other than English with appropriate and timely written and verbal notification of school events and activities. The ELL Parents Bill of Rights is maintained in a binder in the general office. Signs for ELL parents requiring T/I assistance are posted in the front hallway entrance and in the main office. As well as displaying a list of important telephone numbers for ELL parents in the main office, our parent coordinator maintains a book of services and numbers to assist ELL parents with housing, day care and social services that they may require. The PS 272 Safety Plan is provided to parents upon request and we maintain a telephone relay system to quickly reach parents to notify them of any school-related cancellations or important situations.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Curtis Estabrook School	DBN: 18K272
Cluster Leader: Mr. Charles Amundsen	Network Leader: Ms. Jean McKeon
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ●K ●1 ✳2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The P.S. 272 ELL Academy is designed to improve and develop literacy, math and science skills for ELL students. Students will engage in language and literacy as well as content area activities using Smart Board technology. This technology supports a multi-sensory approach to learning. ELL children can touch, see and use interactive strategies to enhance learning.

The Title III After School ELL Academy will target ELL students in grades 2,3,4 and 5. It will provide students with English Language and Literacy instruction each Tuesday from 3:00pm to 5:00pm. Math/Science instruction will take place each Wednesday from 3:00pm to 5:00pm. The P.S. 272 Title III after school program will begin on Wednesday November 9, 2011 and run for a total of 15 weeks. A program supervisor will oversee the ELL program for one and a half hours per week for 15 weeks. Literacy instruction will include the use of phonemic awareness, shared reading and writing activities and the balanced literacy and writers workshop models. ESL strategies will include the Language Experience Approach, Think/Pair/Share, Jigsaw and Accountable Talk. Instructional scaffolding techniques such as bridging, reflecting, questioning and modeling will be employed to support content area instruction. Reading and writing skills will also be reinforced through the use of four-square model. Additionally, recently arrived non-English speaking students will receive group instruction in order to build listening, speaking, reading and writing skills. A licensed ESL teacher, supported by content area specialists in math, ELA and science will participate in a team teaching environment to provide direct instruction to ELL students.

The following materials will be use to support the program:

Decodable books: Volumes 1 and 2 by Harcourt, Phonics Practice Books by Harcourt and Comprehensive Math Assessments by Options. Multicultural Literature will also be employed in instruction.

Part C: Professional Development

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

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

Begin description here:

Professional development for the Title III teachers will be conducted by the school's ESL teacher, Literacy coach, Math coach, staff developers, and/or licensed classroom teachers. There will be a total of four (4) workshops; two (2) in ESL, one (1) in science and one (1) in math. Each workshop will be for a period of two hours. ESL professional development will demonstrate ESL techniques, methodologies and assessments. Literacy and Math professional development will assist classroom teachers by providing meaningful strategies that can be implemented in the classroom. Instruction will be enhanced through the use of big books, visuals and math manipulatives. Teachers will be working together with

Part C: Professional Development

the staff developers to create original materials for the program. Professional Development workshops will be conducted as follows:

January 2012- ESL

February 2012- Science

March 2012- Math

April 2012- ESL

Additionally, articulation with teachers will occur on an ongoing basis during common preparation periods and grade conferences.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents are an integral part of the P.S. 272 family. They will be invited to attend the four aforementioned Title III workshops as well as additional workshops provided by the school through the Parent Coordinator's office. Valuable insight into the ESL program and at-home strategies for working with children will be provided for parents during these workshops. The featured workshops are as follows:

Math (including successfully negotiating word problems)

Science (demonstrating hands-on experiments)

ESL (including NYSESLAT test prep)

ELA (including motivating children to read and write)

Workshops by the Parent Coordinator, Mrs. Pinckney, will include:

Learning Leaders Workshop- November 10, 11 and 15

Effective Partnership with Your Child's School- 11/29

During the Spring months workshops will include:

Academic Success: What is Your Child's Learning Style?

Power of One: Single Parenting

Bully or Bystander?

Literacy Skills with Ms. J Ransome

Math Strategies with Dr. S. Jean-Baptiste

The lengths of these workshops will vary but parents will receive invitation letters in English and their native language when possible. Refreshments for parents only, will be subsidized by Title III funds. Interpretation and translation services will be provided by parent volunteers and/or available staff when possible.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		